

# SCHOOL ACTIVITIES

## The National Extra-Curricular Magazine

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## As the Editor Sees It—

Let's improve our program by dropping the operetta. Its educational values are limited in both quality and extent. It cannot be justified as representing good music, educative action, or noble sentiments. The "training" received by the main members of the cast is small and that of the soldiers, pirates, Dutch girls, milk maids, etc., is still smaller. And practice in making costumes might be better spent on clothing more frequently worn. An operetta is another of our "shows" designed primarily to tickle patrons and secondarily to educate performers and spectators. One good music concert in which the various organizations of the school participate is worth a hundred operettas from an educational, and probably just as much from a financial, viewpoint.

Athletics is now suffering from economic pressure in a unique way—home town officials. Frequently, in order to avoid expense, two local officials are used, one from each side. As a direct result there have been many more riots, fights, and brawls at games during the past four or five years than in previous times. And there has been much unsocial feeling which did not develop into outright disturbance. A few more dollars for competent, unbiased, and "foreign" officials will repay good dividends in improved social relationships.

Are you making an attempt to evaluate the worth of your activities? If not, get at it; if so, let us have a report of your investigation and its findings.

The next time you hear someone mention "fads and frills" ask him to define these terms. He will probably define

them as representing something new. Then point out that every subject in the curriculum and every activity in the extra-curriculum, as well as every convenience in his home and every bit of clothing he wears, was a "fad and a frill" when it was first suggested. Such a procedure should make friends for our activities which are just now being belittled as "fads and frills."

Community support of education is more important now than ever before. The parent-teacher association's meetings offer excellent opportunities for the development of such support. Needless to state, programs deliberately designed to enlighten the parents in educational objectives, materials, and methods are much more profitable than programs of amusement, entertainment, and diversion designed to titillate them.

There is no character, good or bad, developed without conscious choices. An individual who reacts, in either a desirable or an undesirable way, without discrimination, is merely an automaton, a machine. Motives are basic. Naturally, the more intelligent the choices the better the character. The traditional curriculum offers comparatively few opportunities for these choices; the extra-curriculum offers many of them.

"Students are made to flunk" is a modern variation of the well known "Man is made to mourn." Why not change these gloomy thoughts to "Students are made to pass" and "Man is made to rejoice"?

We know an unlovely girl who has everything except wise parents and teachers.

### COMING—

**Rating of 7B Home Room Groups,**  
by J. H. Morgart

**Assembly Programs,** by M. Channing Wagner

**The Debate Season at a Glance,**  
by Harold E. Gibson

**An Inexpensive Handbook for the Small High School,** by E. P. Van Auken

**The Audoscope, a one-act play,**  
by Kate Alice White

**A Newspaper Dream, a short play,**  
by Ruth Pettigrew

**Profit Plus Pleasure, a story of a fund raising project,** by Matilda Rose McLaren

**A Gymnastic Circus Program,** by T. C. McMillen

**Other extra-curricular activity features including projects, plays, stunts, news notes, and articles of special interest.**

# Practical Training of Teachers for Extra-Curricular Leadership

G. T. Hicks

A COURSE of growing importance in any college today—especially in a teachers' college—is the one known as Extra-Curricular Activities. The increase in leisure time has produced a demand for recreational directors hitherto unknown. The regular classroom teacher in the smaller communities is expected to be both a master of her particular subject and a part-time social director. The course in extra-curricular activities listed in nearly every college catalogue, therefore, must be more than a discussion of the advantages and disadvantages of the various activities or a series of lectures about these activities; it must be a course that gives practical experience and actual training in the field. Many advantages are being claimed for laboratory courses in the social and literary subjects. Surely, lectures in extra-curricular activities must be supplemented by laboratory periods.

On any campus the extra-curricular people may receive "practice" by assisting in the various social functions and activities of the school. For example, one college class this last year sponsored four freshman parties. The freshman class was large. It was inexperienced. It would have been difficult, indeed, for the freshmen to have planned and given a successful party themselves. At least, the work would have fallen heavily upon the class sponsor. Instead, this situation was used as an opportunity for the training of social directors. The class in extra-curricular activities planned the type of party suitable for the season, planned the decorations, the refreshments, and different members of the class were responsible for the various phases of the entertainment. No one was overworked, yet everyone shared the responsibility and received training.

One party was one of magic art, one where several of the extra-curricular people became veritable magicians for the evening. The performers came dressed in gay costumes, added life to the party, and

with their magic stunts outwitted many of the brightest freshmen. On another occasion the class arranged an amusement park for the freshmen. It turned into a jolly circus for everyone, and the extra-curricular people in the booths had as much fun as the spectators. Another evening the "social directors" took charge of stunts. They had thought out some numbers carefully and as a result could direct them cleverly. At each party freshmen supplied music or displayed some talent, and were used in the various games and stunts, but the extra-curricular students were responsible for the success of the party. At some of the parties the refreshments were pop, ice cream cones, and candies; at others the refreshments were served from a lace draped table with silver appointments and consisted of sandwiches, fancy cakes, mints, and coffee. Classes were being trained in formal and informal service.

The special ability of the extra-curricular class has become known. Churches and clubs frequently call and ask for some members to take charge of a social evening for them. When the juniors were needing a plan for their banquet to the seniors they came to the extra-curricular class for help. The class was ready, for each member had written out in full a plan for such an occasion. One of these (centering around the idea of a rainbow for toasts, placecards, and music) was used.

Another class project is the listing of one-act plays and the performance of one. Although less than ten may be in the play proper, every member of the class plans the stage setting, draws a stage, and places the characters for the various scenes, or suggests suitable costuming. It is *their* play and when given in assembly the extra-curricular class—not the teacher nor some special few—is given the credit. When the freshmen gave their play, the extra-curricular people had an assignment or two on make-up and practiced on the freshmen players. The fund-



damental principles underlying stage make-up was known by all. The importance of stage setting and attractiveness of background was emphasized in all of these public performances.

Throughout the course an interchange of ideas is encouraged and a scrapbook of suggestions is kept. Each member of the class plans a chapel program, writes a news item, brings an attractive invitation and an artistic place card to class, leads some initiation stunt, contributes some puzzle, some magic art stunt, a project in handicraft for a hobby club, and explains and demonstrates group games. Preceding the district high school debate tournament, which was to be held on our

campus, the class studied the question, outlined a brief for each side, discussed debate technique and points for judging, and were prepared to serve as judges up to the semi-finals.

As a curricular subject, standard texts in the field of extra-curriculars must be used. Above all, however, practical training in the sponsorship of the various activities must be given. The term grade in this course is determined more by the development of initiative, ingenuity, and practical ability than by the memorization of textbook material.

G. T. Hicks is head of the Department of Education, Murray State Teachers College, Murray, Kentucky.

## Recognition for All Activities

Chester C. Diettert

EXTRA-CURRICULAR activities in our high schools have assumed such an important place that their administration has presented a problem of considerable proportions. Situations that develop and need attention may be outlined briefly as follows:

1. Competition between different activities.
2. Academic credit is sometimes given for some activities and not for others.
3. Some activities are pushed by administrators while others equally as worthy receive only lukewarm support.
4. A poor balance between activities may be maintained. There may be too many athletic activities and too few of other kinds. In a few schools there may be too few athletic activities.
5. Interschool contests are held in some activities and not in others.
6. The problem of proper financial support affects nearly every extra-curricular activity.
7. The problem of securing adequate student participation for the less popular but nevertheless highly worthy activities is always present.
8. The problem of securing a teacher sponsor who is enthusiastic and well qualified to carry on the activity is often a big one.

9. The problem of arranging the school program to give adequate time for activities and not at the expense of necessary curricular procedures is the chief one for many consolidated schools which have enrollment from both town and country districts.

10. Finally, it is a question what recognition should be given for meritorious participation in worthy activities.

This discussion is limited to the consideration of the last named problem as it affects activities in which inter-school contests are held. In many respects the problem of proper recognition is the most important one, for its proper solution either lessens or eliminates the seriousness of many of the other difficulties.

We have recognized that we can do more with people through praise than through blame. Any system of adequate and fair recognition for extra-curricular activities must take this consideration into account.

Our North Judson, Indiana system of awards for meritorious participation in inter-school contests, which has now been in existence for some ten years and which we believe is one of the first systems of its kind in the country, is composed of two distinctive features:

1. No awards of great monetary value



are given. The honor and not the intrinsic value of the award is stressed. The awards consist of monograms and certificates of honor. No sweaters are given as athletic awards.

2. No distinction is made between activities in making awards. The award for worthy participation is alike for every activity.

In all the organized school activities in which inter-school contests are held worthy, participation by the students is honored by the award of a monogram accompanied by a Certificate of Honor, attractive in design and made up in school colors. The certificate measures eight by eight and one-half inches and contains a picture of the high school building. The awards of the monograms and certificates are made on the last day of school at a special recognition day exercise. A copy of the certificate is presented herewith.

This Certificate  
of  
**H-O-N-O-R**  
*Is Awarded to* \_\_\_\_\_  

☐  
(Picture of High School)  
In Recognition of

\_\_\_\_\_ 19\_\_\_\_\_  
Prin.  
Sunt.

The following rules and regulations governing the awarding of N. J. H. S. honor letters and certificates are taken from the "Blue and Gold" book, the official handbook of our high school:

ARTICLE I—*General Qualifications.*

Section 1. The recipient must have a good conduct record for the school year.

Section 2. He, or she, must have earned not less than seven academic credits during the school year.

Section 3. He, or she, must have represented the school in inter-school competition during the year.

Section 4. He, or she, must be in good standing with the Indiana High School Athletics Association.

## ARTICLE II—*Special Qualifications.*

Section 1. The coach in each of the following branches of special school activities, with the concurrence of the Principal and Superintendent, shall select: ten for the first team in basketball; eight for the second team in basketball, pro-

viding there is a definite second team organization; twelve in baseball; twelve in girls' indoor baseball; ten in second team of girls' indoor baseball, providing there is a definite second team organization; nine in volley ball; three in each event in track and field (boys and girls); six for the first team in debate; six for second team in debate, providing there is a definite second team organization; actual contestants in all other special activities in which interschool contests are held.

The awards to all second team members and to volley ball participants shall be limited to the first degree.

Section 2. A record shall be kept of those named in accordance with article II, Section 1, and in case any named on such lists are ineligible for the current school year because of requirements given under Article I, he or she shall be given credit for having been named that year, and shall when named (in succeeding years) in accordance with Article II, Section 1, and qualified in accordance with Article I, be given an award in keeping with the greatest number of years so named.

### ARTICLE III.—*Awards.*

Section 1. The award for the first year of participation shall be a gold NJ four inches in height.

Section 2. The award for the second year of participation shall be a gold NJ six inches in height.

**Section 3.** The award for the third and fourth years of participation or for representing the school in any contest higher than the first in a series of contests leading to a state championship, shall be a gold NJ seven and one half inches in height.

Section 4. No distinction shall be made in making awards for the various interschool activities.

Section 5. A certificate of honor shall accompany each letter awarded.

**Section 6.** A student shall not be eligible to receive more than one monogram of the same size during his high school career. He may receive a certificate every year he is eligible in accordance with Articles I and II.

Section 4 of Article III operates to make all awards *activities* awards and not distinctive awards for each separate one of the activities. All worthy school activities are placed upon the same basis. As an example of the operation of the system in this respect, a student may be named for the first degree award for par-

ticipation in basketball in his Freshman year and receive a small monogram. In his Sophomore year he may not desire to participate in basketball or he may not be physically fit to do so. He can then by meritorious participation earn a monogram of the second degree (medium size) in some other activity such as debate or music contests which do not require physical exertion. His having been named in the athletic activity the first year qualifies him for the next higher award in any activity of his choice in which he participates satisfactorily. If a student participates in more than one activity, all those in which he has been named are mentioned in the certificate. Only one monogram and certificate are given in any one year. There must be an advance in degree before a second monogram is given in succeeding years. For instance, if a participant advanced no farther than the second teams he could secure only one small monogram during his entire high school career.

Other contests than those mentioned in the regulations in which students have earned awards in the past are music contests, Latin contests, algebra contests, commercial contests, oratorical and declamatory contests, discussion contests,

It is to be noted that these are the school awards. Some of the organized activities have joined state or national organizations which have systems of honoring participation in other ways and in addition to the school awards. An example is the organization of a chapter in the National Forensic League. Such additional organizations are exceedingly valuable in arousing and maintaining interest in worthy activities which have not always received the proper attention.

We believe our program has done much to balance activities and to do away with the altogether just criticism given of so many schools that there is too much emphasis upon athletic activities. Perhaps there has not been too much emphasis upon athletics but there certainly has not

*(Continued on Page 18)*

## School Assemblies

M. Channing Wagner

THE CHAIRMAN of the assembly committee of a junior high school remarked to me the other day that the assembly programs were much better this year than before. I asked her the reason for this, and she replied "We are better organized this year. The assembly committee is more interested in the subject and they are giving of their time to see that programs are arranged ahead of time and that there is preparation before the program is presented. Then, too," she said, "the pupils who are members of the assembly committee are of great help to us. They have made many valuable suggestions and have helped to arrange interesting and worthwhile programs."

Another thing has been very helpful. After each program has been presented, the committee meets to talk over the results and to evaluate the program. The good things are pointed out and attention is called also to those parts which were not so successful.

It is the opinion of the writer that only by careful thought and wise preparation by the assembly committee can we insure successful and worthwhile programs for the weekly assembly.

As has been pointed out before, it is the responsibility of the principal of the school to select a strong personnel on the assembly committee; and then to hold them responsible for the entire program. Meet often with your committee, encourage them to come to you with their suggestions, lend a sympathetic ear, cooperate to the fullest extent, compliment them on their splendid work, and, above all, make your faculty and student body feel that you are sincerely interested in the assembly work of your school.

### ASSEMBLIES FOR THE MONTH OF DECEMBER

Since December is a short month, suggestions are given for programs for three weeks ending with the Christmas pro-

gram on Friday before Christmas.

The question has arisen in my mind many times as to the reason for so few assemblies on science and mathematics. These fields offer excellent opportunity to present interesting and worthwhile programs. The story of science is a most interesting one and should be popularized by the school through classroom work, through club programs, and through the assembly.

Due to the very nature of science a wide range of unusual effects and experiments may be produced. Experiments showing the application of many scientific principles can easily be produced on the assembly stage. Through assembly programs in junior high school it is certain that an increased number of pupils can be led to elect science courses in the senior high school.

Any principal visiting the science classes of his school will find many projects being developed in the biology, physics, and chemistry department which suggest and would present material for excellent assembly programs.

Chairmen of assembly committees searching for material for science and mathematics programs should read Dr. Kown's book, *Assembly and Auditorium Activities*, published by Macmillan Company, pages 241-275. These pages are filled with excellent material for programs. Here you will find such topics as, How Chemistry Grew from Alchemy; Demonstration of Chemical Changes; Low Temperature Demonstrations with Dry Ice and Liquid Air; Chemistry in War.

An interesting assembly program can be prepared by using the contributions which several of the great scientists have made to the world—Bessemer, steel; Hall, aluminum; and others.

A series of assembly programs can be prepared on the subject of communication and transportation.

The following programs have been presented in the various junior high schools of the City of Wilmington, Delaware.

#### Aviation Program (A)

This program was presented by a 9A science class of the Warner Junior High School, and its purpose was to present the topic of aviation on the anniversary of the discovery of the South Pole.

##### Program

Opening exercises led by a pupil

Recitation, "I'll be Hanged If I Know, Do You" by a pupil

Reading on "Amundsen" by a pupil

Selection by the Orchestra

Reading, "Byrd—and the South Pole," by a pupil

Paper, "The Byrd Stamp" by a pupil

Recent broadcasts about Byrd by a pupil

Piano Solo, "Tam o'Shanter" by a pupil

Paper, "The Wright Brothers" by a pupil

History of Aviation by a pupil

Violin solo

Showing of film, "The Story of the Airship"

Closing Song, "Star Spangled Banner."

#### Aviation Program (B)

The following program was given by the Bayard Junior High School. The purpose of this assembly was to pay honor to the Wright Brothers and to Roald Amundsen.

##### Program

Opening exercises led by a pupil

Life of Roald Amundsen by a pupil

"Amundsen's Explorations" by a pupil

Selection by the school orchestra

"The Wright Brothers" by a pupil

Trumpet Solo by a pupil

What Makes a Plane Fly—a demonstration, by a pupil

"Vocations in Aviation" by a pupil

#### Aviation Program (C)

The following program was given by the Wilmington High School. The purpose of this assembly program was to trace the development of the airplane.

##### Program

"The Mythological Story of Icarus" by a pupil

"The Early Experiments of the Wright Brothers," by a pupil

Reading, "Darius Green and His Flying Machine" by a pupil

Eddie Rickenbacher and other American Aces of the World War, by a pupil

Explanation of the instruments on the Control Board of an Airplane, by a pupil

Explanation and demonstration of Parachutes, by a pupil

What Makes a Plane Fly, by a pupil

Report of visit to the exhibit of Airplanes at the World's Fair in Chicago, by a pupil

The above programs suggest material which will be of great interest to the pupils and in turn ought to enrich the work of the Science Department. It is to be hoped that more and more science material will be used in the preparation of assembly programs.



### Music Program

The other day while visiting one of the junior high schools, I saw a "talkie" film on Stephen Foster. Immediately, this film suggested an interesting assembly program on the life and songs of this great American composer.

I believe that good music should be an integral part of every assembly program, and that several times during the year there should be programs which are built around this all-important subject.

Stephen Foster has made a great contribution to the musical life of America. Many people are ignorant of the composer of "Old Black Joe," "Massa's in de Cold, Cold Ground," "My Old Kentucky Home," and other famous southern melodies. It would therefore be very appropriate to have a musical program consisting of the songs which he wrote.

The following program is suggested for the second week of December.

#### Program

A brief sketch of the life of Stephen Foster, by a pupil

Song, "My Old Kentucky Home" by the school  
Foster's place as an American composer, by a pupil

Song, "Old Black Joe," by the school

Song, "Old Folks at Home," by the school

Film, "Stephen Foster" distributed by Walter O. Gutlohn, 35 West 45th St., New York City or Home Film Library, 500 Fifth Avenue, New York City.

Song, "Come Where My Love Lies Dreaming," by the Glee Club or a Chorus

Song, "Massa's in De Cold, Cold Ground," by the school.

It is suggested that the music director be in charge of the program and that every effort be made to have the pupils enter heartily in the singing of these songs. It would be interesting to have the music director give a brief description of these songs before they are sung by the school.

### Christmas Program

Christmas is recognized as a holiday and is observed in all parts of the civilized world. It is the season of the year when homes and schools are decorated with holly wreaths, pine boughs, lights and other beautiful decorations. Many schools are so equipped with colored lights and other up-to-date stage scenery that a beautiful program can be staged.

This important holiday should not only be observed with an appropriate assem-

bly program but every home room within the school may prepare programs so that every child in the school may enter into the spirit of Christmas.

Many schools stress the spirit of giving and as a result hundreds of homes are gladdened by the baskets of food and other articles suitable for Christmas gifts.

There is so much material for Christmas programs that no school should experience any difficulty in making ready for this great celebration. Many very beautiful Christmas songs are available and these songs give an opportunity for the pupils of the school to participate, especially the music department.

The following programs are suggested; some of them have been presented in various schools with marked success.

#### Christmas Program (A)

Song, "Stille Nacht, Heilige Nacht," by the Glee Club

The First Christmas in New England, by a pupil

Tableaux—Scenes from "A Christmas Carol," by Dickens, the Dramatic Club

Song, "It Came Upon the Midnight Clear," by the school

Stories of famous Christmas Pictures (illustrated), by the school

How Christmas was Celebrated in the Colonies, by a pupil

What Christmas Should Mean to Us, by a pupil

Song, "Joy to the World," by the school

"Christmas Bells," by Longfellow, by a pupil

Song by the school, "Jingle Bells"

The following program was presented by the pupils of the William P. Bancroft Junior High School in Wilmington.

#### Christmas Program (B)

Orchestra Selection—march, "Up With the Flag"

Devotional Exercises led by a pupil

A play, "Christmas Jewels." This play depicts the true spirit of Christmas

Special musical features—Boys' Chorus, Seventh Year Girls' Glee Club, Eighth Year Girls' Club, Violin Solo, Trumpet Solo.

The following program was also presented by the Bancroft School the following day at another special assembly.

Orchestra Selection, "Beneath the Holly," Seredy

Carols—"O Come All Ye Faithful," and "Joy to the World," by the school

Trumpet duet

Song, "O Holy Night," by the Glee Club

Carols—"It Came Upon the Midnight Clear," and "The First Noel," by the school  
Old French Christmas Carol, by the Boys' Chorus

Violin Solo  
Welsh Carol by the 7th year Glee Club  
Carols—"O Little Town of Bethlehem" and "Silent Night," by the school.

The following program was presented by the pupils of the Wilmington High School.

#### Christmas Program (C)

Devotional Exercises led by a pupil  
Group Singing, "Oh Come All Ye Faithful"  
Presentation of play, "The Minister's Daughter"  
Group Singing, "It Came Upon the Midnight Clear"  
Violin Solo, by a pupil  
Group Singing, "O Little Town of Bethlehem"  
Presentation of Play, "Christmas in Fact"  
Group Singing, "Joy to the World"  
Salute to the Flag and one stanza of Star Spangled Banner.

The following program was presented by the pupils of the Warner junior High School in Wilmington.

#### Christmas Program (D)

Devotional exercises, led by a pupil  
Carol, "Adeste Fideles," by the school  
Orchestra Selection, "Beneath the Holly," Seredy  
Reading, "Boar's Head," by a pupil  
Song, "Boar's Head," by a pupil accompanied by the Glee Club or Chorus  
Carol, "O Little Town of Bethlehem"  
Carol, "Under the Stars," by the Girls' Glee Club  
Chime Solo, "Joy to the World" by a pupil  
Dramatization, "Good King Wenceslas," by a group of boys  
Carol, "Cantique de Noel," by the Girls' Glee Club  
Reading of the Christmas story (Bible), by the Principal or a teacher  
Chorus, "Joy to the World," by the Ninth Year Girls  
Carol, "We Three Kings," by the school  
Carol, "It Came Upon the Midnight Clear," by trumpeters  
Reading, "Bringing in the Yule Log," by a pupil  
Carol, "Good Night and Christmas Prayer," by a Chorus with solo part by a pupil  
Salute to the Flag.

The following program was prepared

by Mrs. Elizabeth Bacon of the Wilmington High School music department and will be presented before the High School as the Christmas program for this season.

#### Christmas Program (E)

Five pieces from the suite, "The Christmas Tree"—Vladimir Rebikov—arranged by Gaston Bordin:

1. Silent Night (Prelude)
2. March of the Gnomes
3. Dance of the Chinese Dolls
4. Dance of the Clowns
5. Silent Night (Postlude)

#### Piano Music

1. Russian Rhapsody (Edouarde Hesselberg.) An arrangement of folk tunes of Russia. D'Essenelli.

2. Modern Russian Piano Music (Two Vols.) Edited by Constantin von Sternberg.

Vol. 1—Akimenko to Koreschenko

Vol. 11—Liadoff to Wrangell

#### CHRISTMAS STORY

##### I—Silent Night (Prelude)

The night is clear and cold, and the light from the twinkling stars are reflected in the glistening snow beneath. The moon lights the way for the happy throngs hurrying about and all the world seems bright and merry.

All but one poor crippled lad. So near that he must cover his eyes or stop his ears to shut out the many sounds. Yet he sits all alone in his wheel-chair, with his crutches by his side and gazes at the only decoration in the lonely room. On the window ledge is a tiny potted tree. He plays a game with himself and looks away for a time, then turns back to see if perhaps it will have changed into a Christmas tree. But now even that game has grown old, and, too tired to play any more, he falls asleep.

##### II—March of the Gnomes

But the kind Christmas spirit has not forgotten the boy. As he sleeps, she brings him a beautiful dream and he glories in all the things he has longed for so often. Little gnomes, funny bent old men come in, some swift'y, others slowly to do strange motions, over the little potted tree. Larger and larger it grows until it is as big as a real Christmas tree! But they are not through yet. Candles appear and beautiful colored ornaments! The little men move around to survey their work, and satisfied, move off, their task finished. They leave a happy boy gazing in wonder at the sight before him.

##### III—Dance of the Chinese Dolls

While he looks enraptured, he hears strange sounds beneath the tree. Stepping back he sees dolls coming to life and dancing about. But

they aren't like most dolls! Looking closer, he exclaims in delight because they are from China, that far away country that he has always wanted to visit.

#### IV—Dance of the Clowns

Chinese dolls and now funny clowns are prancing around playing on instruments. Everyone is happy, full of merriment and joy. If only he could throw away his crutches and dance with them! Yet he hobbles around as well as he can until he drops into his chair worn out but happy.

#### V—Silent Night (Postlude)

The dream has passed and the little crippled lad wakes with a start. His eyes look for the lovely Christmas tree but they find only the little potted tree. The Christmas Spirit hovers near and the little tree has a new meaning for him now. He hobbles over and smiles in remembrance as he looks down at it and beyond it, out to the beautiful night beyond. The calm peacefulness of the scene before him quiets him and he settles back in his chair once more, this time for real deep slumber.—Collected.

#### *Suggestions for presenting a Christmas Program*

1. It may be approached from the non-religious side, and treated entirely as a mid-winter festival such as was celebrated by the peoples of many countries long before the Christian Era. It is well known that when Christianity was brought into northern Europe, the old mid-winter festival which celebrated the turning point in the length of the days, was merely revised and the Christian legends grafted to it. The exact date of Christ's birthday is not December 25, it may not have been in the winter.

2. It may be based entirely on the Bible story and the Christian legends connected with it. When so given, it should always be presented as a beautiful story, which it is, without reference to any creed or religious aspect.

3. It may be given to show how Christmas is celebrated in different countries. Such a presentation would call, not only for the national Christmas customs, but also for the Folk dances, Christmas songs, and costumes of the different countries.

4. Such a program may consist of a Christmas play; or the dramatization of Christmas stories. Dicken's Christmas Carol is a fine type of this kind of story.

5. Christmas songs may be dramatized. A good example is "The Twelve

Days of Christmas" by Austin.

6. There is much instrumental music suitable for a Christmas program. "Christmas Morn" by Burgmeier is excellent.

7. Dramatization of Christmas celebrations at the different stages in our country's development.

8. Universal Christmas for Today.

9. Historical origins of different customs. For example, "Why do we give Christmas gifts? Whence came the ever-green tree, the candles, etc.?"

10. Human Christmas cards (Tableaux representing attractive and appropriate cards.)

11. It may be a program consisting entirely of Christmas songs and carols.

12. Revels and games of olden days.

In considering such material in groups for junior high school (7, 8, 9,) and senior high school (10, 11, 12,) we may cite the following as typical material which would be suitable:

*For Senior High School:* Cantatas, Christmas Plays (either those already written or dramatizations of such stories as Dicken's Christmas Carol, Four-Part Carols, Biblical story and Pantomime, American Periods, showing characteristic Christmas Celebrations at various points in our history.

From the readers of this magazine the writer would appreciate comments upon the programs submitted. If you have used any of the programs, won't you send a line telling of their strong or weak points? Also, any successful programs which you have given will be greatly appreciated. Only by the comments of the readers can one tell how successful and worthwhile is the work which he is doing.

M. Channing Wagner is assistant superintendent of schools of Wilmington, Delaware. His book, **Assembly Programs**, is a widely known and an immensely popular one. Arrangements have been made by which this outstanding authority on assemblies will give **School Activities** readers a complete outline of assembly programs each month.

#### A LASTING CHRISTMAS REMEMBRANCE

A useful and appropriate gift for school people is a subscription to *School Activities*. Either groups or individuals—students or teachers—will appreciate it many times. A presentation note will be sent with each gift subscription.



# Negative Rebuttal Plans

Harold E. Gibson

**RESOLVED:** That the Federal Government should adopt a policy of equalizing educational opportunity throughout the nation by means of annual grants to the several states for public elementary and secondary education.

**I**F SOME METHOD could be devised by which the debate could eliminate what is known as the constructive arguments and devote its entire time to rebuttal, it would be enthusiastically received by all people who are interested in developing good debate teams. It would be a valuable addition to the forensic art because it is in the rebuttal speech that the strength or the weakness of the debate team is really shown. The constructive speech may be the parrot-like recitation of a well developed talk which is the brain child of the coach, one of the last year's university debaters, or any other person who feels that he has the ability to write a debate speech. This may seem very effective and the speaker may be clever enough to make the audience and the judge believe that the entire speech is his own work. In the rebuttal, however, the actual ability of the debater to think out his own speech and at the same time make it effective, will show.

In comparing the strength of the two sides in rebuttal in the high school debate subject for this year it seems that the negative have a decided advantage in available methods of meeting the case presented by the affirmative. The advantage will be illustrated by taking the issues of the affirmative and showing just how the negative may attack them in rebuttal from many sides. The affirmative will probably argue that there is a need for a change of the system of school finance. In rebuttal the negative can meet this argument in any one of the following ways. (1) The present system is satisfactory and there is no need for a change; (2) The present system will be satisfactory if we have a few minor changes; (3) The present day conditions are only the result of the depression, and will pass quickly; or (4) Agree that there is a great need for a change but force the affirmative to prove that this needed change is federal aid to education. (Note

that in doing this the negative does not have to establish a method of school finance revision, but simply has to prove that federal aid is not the method.

A second affirmative issue may be that federal aid to education will be highly beneficial. This may be met in any of the following ways. (1) The present system has so many good points that we should not adopt the federal aid which is not as good all around. (2) With federal aid we will have federal control of the schools. (3) The money from the federal aid will cause the local communities to lose their sense of responsibility in maintaining the schools. (4) Federal aid will bring the schools into political control.

A last affirmative issue that the adoption of their plan will remedy existing financial evils without creating any new ones can be met in the following ways. (1) This system would create the evil of federal control of education which should be controlled locally. (2) It would create the evil of education in politics. (3) Federal domination of education would be an evil within itself.

In the rebuttal it can very easily be seen that the negative has the easiest task to perform. They have the advantage of knowing just what the affirmative will have to present since the statement of the question has defined and limited all affirmative stands to such a point that only a very few stands are open to them. If they fail to meet these stands the negative should force them to meet them.

The negative also has the advantage of being able to use any one of many forms of attacking the stand of the affirmative. The many different cases open to the affirmative as outlined above are cases in point to show the exceptional versatility with which the negative may attack any case which the wording of the question will allow the affirmative to present.

The rebuttal speech can be reduced to

the simplest form by doing the following things. (1) Quote the exact statement of the opponent. It should always be a rule to state exactly your opponents point. (2) Give your arguments and facts refuting this point in as brief a time as possible. (3) Point out how this refutation has weakened your opponents case, and (4) show how it has strengthened your own case.

The debater who wishes to be effective in rebuttal should follow these four simple rules until he becomes effective in the art of rebuttal. When this effectiveness has been acquired the debater will still follow the rules, but they will become subconscious actions.

It is essential to quote exactly the statement of your opponent to make your rebuttal effective. He will have a chance to avoid the damage intended by your rebuttal speech if you do not quote exactly. He will simply point out how he did not say exactly what you quoted him as saying, and even though he did say practically the things you accused he will evade your rebuttal by claiming misquotation. Quote him exactly and he cannot escape your deadly rebuttal arguments. It is important to give your refutation of a point in as brief a time as possible. Make it to the point, and it will be ten times more effective. Do not go through a long period of refutation or your audience will forget the point you are attacking. Even though the time consumed in giving the rebuttal should be short the preparation for this important section of the debate should be long and thorough. It usually takes more time to prepare to prove a point in one minute than to prove it in twenty minutes. The short preparation is usually the more effective when properly prepared. The final two parts of the rebuttal are simply to clinch your arguments, and show the audience exactly what you have accomplished.

#### SAMPLE NEGATIVE REBUTTAL CARDS.

Below you will find several affirmative arguments that will appear in almost every affirmative case. Immediately below them you will find a negative rebuttal card to refute these points. These are only single arguments that will fit into any rebuttal speech, as the rebuttal speech is composed of a series of such rebuttal cards.

**AFFIRMATIVE ARGUMENT:** We can solve the problem of financing Federal aid

to education by a Federal sales tax of 2% on all manufactured goods.

**NEGATIVE REBUTTAL CARD:** The affirmative have stated that they could finance the needed federal aid to education by a sales tax of 2% on all manufactured articles in the United States. We will admit that 2% of the retail value of the manufactured goods would raise enough money to help equalize educational opportunities in this country. We will not admit that this would be a good method of financing education or that such a tax could be made effective without serious difficulties.

To begin with this type of a tax would be discriminatory. It would mean that another huge expense would be placed upon the shoulder of the manufacturer. At the present time he already has to pay income tax, property tax, state sales tax, and practically every form of taxation known. Now the affirmative wish to inflict a discriminatory tax upon the manufacturer and to free all other people from taxation to support the schools. This tax is also a bigger item than the affirmative believe. It would mean that the manufacturer would have to pay the government 2% of the value of his product. If the manufacturer makes a profit of 10% on the articles he manufactures he would be forced to pay the government 2% of the total amount or 20% of his profits. Certainly when the affirmative see how heavy this burden would be upon the manufacturer they will see that it is an impossible solution to the problem.

Then, too, most of the great factories are located in the populous states. For instance, New York with eleven million people also has a large number of manufacturing establishments doing business in that state. In many cases, especially that of the smaller industries, the majority of the products of the factory are sold within the state where they are manufactured. This means that the federal government has no right to tax such manufactured goods as the federal government has not control over the intra-state commerce. Thus, if 60% of the manufactured goods of the country are consumed in the state where they are produced this means that the proposal of allowing the manufacturers sales tax pay for the cost of education will not raise the money and will also be discriminatory.

**AFFIRMATIVE ARGUMENT:** There is a great need for federal aid to education to equalize educational opportunities in the United States.

**NEGATIVE REBUTTAL CARD:** To begin with we will admit that conditions in our schools at the present time are bad. This, however, is not a condition that is found only in our schools. It is a general condition, and only has a temporary existence. There are, however, certain things that will make it impossible for us to adopt federal aid to education.

The members of the affirmative should remember that the federal balance sheet is already in the red and that any attempt at the present time to load the burden of education upon the federal government would be the same as the straw that broke the camel's back. The logic of the affirmative seems to be that we should take the expense of maintaining the schools from the state and local governments because these local units of government have not been able to maintain the schools during this severe depression. They would take this expense and load it upon the federal government which at the present time is also unable to take on any financial burden and which is likewise financially stranded and not able to balance its budget. What remedy could be found in taking the support of the schools from one unit of government that is broke and loading it upon another unit equally unable to bear the financial burden?

The stand of the negative, therefore, is that there is a need for a change in the system of school finance, but that federal aid is not the needed remedy. We suggest the reformation of the present system of school finance by such methods as consolidated school districts, larger taxing areas. The systems of state aid that have been developed in many states have served to guarantee efficient distributive funds to guarantee equality of educational opportunity in the various states. Probably the best remedy of the present situation lies in the reformation of the ancient system of taxation now in use which allows the sources of our greatest wealth to continue to evade taxation. The state of North Carolina has revised its taxing system with the result that the problem of school finance has been removed in that state. This same example can be followed by the other states and they will avoid the ill effects of any federal aid to

education.

**AFFIRMATIVE ARGUMENT:** There is no danger to local governments attempting to throw the entire burden of the schools upon the federal government if federal aid to equalize educational opportunities is adopted.

**NEGATIVE REBUTTAL CARD:** The affirmative are attempting to forestall an attack by the negative on one of the weaknesses of their case when they attempt to show that the local communities will not attempt to saddle off all school support upon the federal government when once they get a taste of federal aid.

To prove that the local communities will shift any burden they can upon the federal government has been amply proved by the action of the local communities during the depression. The federal government stepped in and took care of relief. Almost immediately the local communities, the county and the state diminished their support of the people on relief in about the same proportions as the federal aid was granted, netting the same amount of relief as we had had formerly, but the local communities had relieved themselves of the burden at the expense of the federal government. This same action is going on in public works. The local communities are building things that would never be built if local money had to be expended. It is an old saying that the local community would pave their streets with gold if the federal government pays the bill. This is true in federal aid to education. Allow the federal aid to education to be established and the local communities will shift all their responsibility for the schools.

**AFFIRMATIVE ARGUMENT:** The adoption of a system of Federal Aid to education does not mean that the federal government will control education.

**NEGATIVE REBUTTAL CARD:** My opponent has made the statement that the adoption of the affirmative plan of federal aid to education will not result in federal control of education. We wonder first upon what authority he makes that statement. If he will look back into history he will see that every time the federal government has come forward with financial aid to the states when they were in distress, and then made the aid a permanent thing, that states have suffered a

*(Continued on page 34)*



# Whittier News' Birthday Party

## A Play for Advertising Our Whittier Junior High School "News"

Amy Shively Grubb

This play was given in the Whittier Auditorium in January, 1930, by the following cast of characters:

Newsboy	James Ayres
Lady	Martha McPheeters
Man	Mussetta Owens
Boy in Auditorium	Lyle Franklyn
Girl in Auditorium	Helen Anderson
Voice in Gallery	Helen Ball
Whittier News	Elizabeth Long
Eddie Editorials	Clyde Shoner
Nellie News	Fayellen Jordan
Johnnie Jokes	Frederic Glasman
Stella Stories	Josephine Lee
Polly Poetry	Lovie McChesney
Elva Exchange	Dorothy Woodward
Billie Believe-It-Or-Not,	Steve Wimberly
Kibitzer Sports	Jean Spencer
Carrie Cartoonist	Irene Ellis
Kromo	Mildred Willis
Time	Today
Place	Here

### Properties

Bundle of school papers  
Long table  
Candles  
Flowers for table  
Large cake  
Glass ball  
Odd-shaped lamp  
Drinking glass for each one at table

*Scene: The curtain rises on a street scene. A small newsboy enters at left front. This scene may be played in front of curtains.*

NEWSBOY. Whittier News! Whittier News! All about the smashing victory of the Pirates. Whittier News!

LADY (*enters right front*). Here, boy, does your paper tell about (name of some well known boy) accident in the cafeteria yesterday. How he broke his Sunday manners swallowing his lunch?

NEWSBOY. Yes, lady, how he broke the crackers into his soup and then drank the soup so he could be the first on the ball ground.

LADY. Fine! Two papers please. (*Passes on across stage*).

NEWSBOY (*starts in calling*). Whittier

News! Whittier News!

MAN (*enters right front*). How old is your paper, son?

NEWSBOY. Six years this January.

MAN. Does it really have school news?

NEWSBOY. Sure thing! There's Lyle Franklin. (*Points to boy near front on left side of auditorium*) Lyle, you tell him what you think of the Whittier paper.

LYLE (*advances to stage*). Well, I'll say it tells school news. It tells everything from a to z. It has eyes that watch while you sleep. It knows what you don't know before you know that you don't know it. You know it told how (name of popular boy) didn't know that Lincoln had ever lived at Gettysburg when (name of history teacher) asked him about Lincoln's Gettysburg Address. (*Bows and returns to seat*).

NEWSBOY (*to man*). Maybe you'd like another testimonial. Helen Anderson, do you think the Whittier News is a good paper?

HELEN ANDERSON (*she is on right side of auditorium and advances to stage*). I certainly do. I'd take it if it cost twice as much. I have a notebook where I keep all my papers. That way I have a record of all the important events during the school year. And I'm sure that that record will be much more interesting to me twenty years from now than any diary that I might write. It also is less trouble, and far more presentable. (*Bows and returns to seat*).

NEWSBOY (*to man*). What do you think of that?

MAN. Well, here's fifteen cents. Be sure to send me every copy, for I'm anxious to know whether Paul McReynolds ever found that penny that he's been searching for on all fours out there in the corridor.

VOICE FROM THE GALLERY. I'd like to say a word. I'd like you to ask (name of someone who has gone to sleep in class) if it isn't pretty convenient to have a paper that tells you which days it is permissible to sleep a nap in class

The Kromo department is very helpful too. I've just written Kromo to tell me where I can buy some of \_\_\_\_\_'s non-stop chewing gum. It's pretty fine to have someone right here who can tell you all the things you want to know.

MAN. Well! Well! You must have a wonderful paper.

NEWSBOY. Mister, if you'll sit down in the front row and fix your eyes on this spot (*indicates spot on curtain*), keep them right here, you'll be able to see the Whittier News family celebrating its birthday. But remember; *your eyes on this spot.*

(*Newsboy goes behind curtain. Curtains are pulled. A long banquet table extends across stage; at ends and back of it are seated those who represent the news staff. Miss Whittier News is at center back. A large birthday cake is in front of her. Six tall tapers are placed at intervals on table.*)

WHITTIER NEWS (*rises*). I have invited you to my birthday party to talk about our plans for this semester. I am now six years old. Once I was a little four-page edition. Today I have eight pages. I am an eight-cylinder, 193 model. There were times in the past when my windows rattled; when there were dirty spark plugs and loose bearings. Today the nuts and burrs have all been tightened; the engine is well lubricated, and there are no knocks. Day by day, in every way, I have grown larger and better.

Now, it is highly fitting that we should form plans for future growth. I shall ask Eddie Editorials to give us any suggestions he may have to offer.

EDDIE EDITORIALS. Miss Whittier News, Ladies, and Gentlemen: As you know, the editorial part of the paper is the thinking part. The editorial writers must not only know the problems of the day, but they must also know how to solve them. They must be able to discourse learnedly about low grades and how to raise them; about the fine points that make one a good ball player and how to acquire them. All of Whittier's problems we understand and the proofs will appear in the various editions of the paper.

WHITTIER NEWS. Thank you, Eddie Editorials, we are sure you will not fail us. May we hear from Nellie News?

NELLIE NEWS. Miss Whittier News, and Friends: Eddie Editorials said he did the thinking for us. Maybe so. It does

not seem to me that a thinker is nearly as important as a listener. Always my ear is against the listening post, and I am constantly giving back the echoes of past events. I tell about interesting assemblies and Civic League activities—its programs, officers, trip, and tests. I tell about class meetings, mid-year festivals, and operettas. My department furnishes the subscriber a record of the various activities at Whittier. When many years will have dimmed his memory he can turn to my pages and once more relive the joys of Whittier days.

WHITTIER NEWS. Well spoken, Nellie News. We all appreciate the records you keep for us. May we hear from Johnnie Jokes?

JOHNNIE JOKES. Miss Whittier News, Friends, and Countrymen: You have been hearing from the thinker and the listener. I wonder if they are really more important than the joker. Jokes are the spice of life! Who like potatoes without salt? Who want a paper that hasn't some jokes in it? This semester we shall make our jokes spicier than ever. I brought a few samples with me. (*Reads a couple of newest jokes. Substitutes names of instructors or popular students.*)

WHITTIER NEWS. Some people have told me that they always read the jokes first. I suspect a number of folks will be doing that this semester. Stella Stories, what will you have for us?

STELLA STORIES. Miss Whittier News, Ladies, and Gentlemen: Each speaker seems to think his work is best. He is welcome to his opinion. But as for me—I prefer stories. Every week I take my basket and visit the various English gardens. Such gorgeous blossoms as I find! The fragrance of summer in a fishing trip. The spirit of Christmas in a Christmas story. The alluring mystery of the haunted house. Miss Whittier News. I want you to hear the first chapter of the latest story I have found. Will June Garv please read to us a chapter from her "Adventures of Billy Ainsworth"?

(Children enjoy competing for this part of the play. The story should be short and highly exciting. If one cannot be written, find a section of some thrilling sketch. I asked the class to write a ghost story, using the name of some well-know pupil. At the point where the ghost was about to pounce upon his victim, the reader was interrupted.)

STELLA STORIES. Wait a minute, June.

If Whittier pupils want to know how Billy escaped, they'll have to subscribe for the News. (*June returns to seat*).

WHITTIER NEWS. We shall all be especially anxious for the News to bring us the next chapter of this thrilling story.

Polly Poetry, what will you have for us?

POLLY POETRY. If you please, Miss Whittier News, I have a new poem which I should like to read.

(This part should also be chosen by competition. The one we chose sang the praises of our News. This jingle could be used.)

Billy had two shoulders round,  
As round as they could be.  
And every where that Billy went,  
Those shoulders first you'd see.

They went with him to school one day,  
It was against the rule.  
It made the children squirm and frown,  
To have that slouch at school.

And so the teacher turned him out,  
But still he lingered near.  
"Oh, to be on that base-ball team,  
And be its captain dear."

He turned three backward somersaults  
His shoulders he unwound,  
He raised his hands high o'er his head,  
And stamped upon the ground.

I'll break into that school he vowed,  
My shoulders straight shall be.  
I'll stand upon my two feet tall,  
And not lean on one knee.

In time he made that base-ball team,  
Its captain proud was he.  
And now his shoulders are held high  
And straight as they can be.

WHITTIER NEWS. Isn't that fine! May we hear from Elva Exchange?

ELVA EXCHANGE. Miss Whittier News, and Staff: All school people like to know something about other schools—about what makes life interesting there. We are all too busy to go visiting, and, anyway, Mr. \_\_\_\_\_ (name of principal) wouldn't write excuses for us. So, I read the papers from twenty schools and clip out the interesting notes for our paper. I am a small edition of "The Eyes of the World."

WHITTIER NEWS. We are proud of our eyes, Elva Exchange. Will Carrie Cartoonist tell us what she will have for us?

CARRIE CARTOONIST. Miss Whittier News, I have brought you a birthday

present—one of Malcolm Gabel's cartoons. It shows how very hard it is to live in Whittier if one does not read the News. (*The cartoon represented a bicycle race between a reader and a non-reader of the News.*)

You see this boy thought he could win the race without subscribing for the News. But he already lost the school activities wheel.

Malcolm has promised to make a number of cartoons for us.

WHITTIER NEWS. Thank you, Carrie. We all enjoy the cartoons. We have with us a guest whom I would like to introduce. Mr. Billy Believe-It-Or-Not.

MR. BILLY BELIEVE-IT-OR-NOT. Believe it or not, I am happy to be here today.

WHITTIER NEWS. May we have a word from Kibitzer Sports?

KIBITZER SPORTS. All I need to assure me that folks are interested in sports is to watch how they flock to the playground at noon.

The tournaments for this fall promise to have all the accustomed thrills and a few varieties of new ones thrown in.

WHITTIER NEWS. Last, but not least, may we hear from one who is very wise. Will you tell us, Kromo, the secret of your intelligence?

KROMO. Miss Whittier News and Friends: Thank you for the compliment, but my wisdom all comes from this crystal ball. Today while you have been talking about your work, I have been gazing into it. Would you like to know what I have seen? Hundreds of subscriptions for our paper! I would like to ask how many of you people are going to subscribe for the News? Please stand. Thank you. (*Motions audience to be seated.*) My crystal always tells the truth. It will help me answer questions that you may wish to ask.

WHITTIER NEWS. We shall all write you, Kromo.

Now I have a very pleasant surprise for you. This summer in Chinatown, by rare good fortune, I was able to purchase a lamp like Aladdin's. When I rub this lamp and repeat a certain formula, whomever I wish to see will appear. Let me show you.

"SESAME, SESAME, SEE, SI, SOO,  
EDITOR-IN-CHIEF OF THE NEWS  
AND YOUR STAFF,

WE WANT YOU."

(*Editor-in-chief and staff come up from audience, line up on front of stage, bow*



to audience, then return to seats. Birthday party leads the applause.)

"SESAME, SESAME, SEE, SI, SOO,

PRINTERS OF THE NEWS

AND YOUR INSTRUCTOR,

WE WANT YOU."

(Printers and instructor come to stage, bow and return to seats. As they leave the platform, Eddie Editorials rises.)

EDDIE EDITORIALS. Fellow Staff Members: I propose a toast to our highly esteemed hostess, Miss Whittier News.

To Miss Whittier News as she is today;

To Miss Whittier News as she will be tomorrow;

And to what her record of our days here

Will mean to us in the future.

(Drink Toast)

POLLY POETRY (rises). Eddie's toast concerning what these papers will mean to us in the future reminds me of the song we are going to sing when we have a reunion thirty years from now. Let's sing it. (They rise and sing to tune of "Dream Train, Please Carry Me Back").

School News, please carry me back,

School News, there's nothing you lack.

Take me back to Whittier days,

To the poems and plays,

To the good meals served on trays.

School News, you're so dear to me,

School News, we're going with thee,

Back where a friendly principal calls,

"Welcome, my students."

Curtain

## Spreading Christmas Cheer

M. P. McMillin

NO MATTER how beautiful and impressive the high school Christmas assembly may be, it has not made good its opportunity unless in some way it constitutes a practical demonstration of the true holiday spirit that "It is more blessed to give than to receive." For this reason many high schools of today have adopted as an annual event the giving of Christmas baskets to the poor, and the dramatic array of these over-flowing baskets may well constitute the final tableau of the Christmas pageant or cantata.

There are numerous ways in which the student body may choose to organize its Christmas charity. Two schools of Southern California have developed two widely different plans, one handled through the four classes, and the other through the Home Room groups. For the large school of a thousand or more students, the latter is to be preferred as the four classes are too large and unwieldy to do really personal and efficient work.

In this school of some eighteen hundred students, this system has been used for the past six years and has now attained a peak of near-perfection. Briefly, the girls of each Home Room group plan their own charity basket, and make up the list

of fruits, vegetables, canned goods, jellies, nuts, candies, and toys each wishes to donate. Since the school nurse informs them weeks in advance, they know what family the basket is intended for, how many children there are, their living conditions, and their exact needs.

Every girl in the group may volunteer to bring any articles she desires but no one is urged to give, as sometimes the members of the group are poor enough to have their own families included among the basket recipients. Students are especially urged to give of the things they have raised or made themselves, and in this way are put to no direct expense. For instance, one girl offered to bring English walnuts from a tree growing in her yard. One girl's father was a butcher. She volunteered to bring bacon. Another volunteered oranges from the family orange grove, and so on until a well-balanced over-flowing basket had been planned.

As a suggestion, the home economics teacher placed in the hands of each Home Room committee a list of articles that would best suit a Christmas basket, but stressed the fact that the list was flexible and that any article of clothing or non-

perishable food would be welcome. Also, students were urged to bring their own discarded toys for renovation in the wood working shop, later to be included in the baskets. These articles were all gathered into each Home Room on the last day of school, and under the teacher's supervision were later packed into baskets and carried over to the auditorium for the Christmas program.

The high school Boys' Service Club, believing that charity should not be limited to girls and women, took up a collection through the boys' Home Room groups for the purpose of buying a roast for every basket. This meat was purchased directly from the packing plant at a big discount, and depended for size upon the impoverished family for which it was intended.

At the close of the usual Christmas assembly and Christmas tree celebration, the two committeemen from each girls' Home Room group appeared on the stage with their gayly decorated baskets. The president of the students body then made a little speech on "Our Duty Towards Our More Unfortunate Neighbors, which is the true meaning of Christmas," and school was dismissed for the holidays. Before going home, however, the transportation committee delivered these baskets to the families for whom they were prepared.

Another plan of Christmas giving, the one used by a neighboring high school of some four hundred students, is radically different from this although it achieves the same ends. During the week before school closed for the holidays, the senior, junior, sophomore, and freshman classes, also a club known as "the Girls' League" were each assigned a certain location in the main hall of the administration building. In this space the class erected a beautifully decorated booth, where students were constantly in attendance to receive donations from the members of that particular class. There was spirited rivalry among these groups for the honor of gathering up the biggest and best supply of old toys, clothes, books, and foods of all kinds. The boys of the class renovated the discarded toys, making them almost like new, while the girls in the sewing class repaired dilapidated dolls and transformed them into crisp and beautiful freshness. The girls also held quilting bees to make bedding for families known

to be in need of it.

At the close of school before the holidays began, the Christmas program was given. It consisted of a concert, pageant, or play. Each student gained admission by presenting an apple or orange as his admittance fee. At the end of the program all the gifts were brought to the stage in the five different groups and were then distributed to the needy families of the town.

This custom of collecting and distributing Christmas donations for the needy is one that could well be established in every high school of the country. It teaches sympathy and charity—the real essence of Christianity. Furthermore, it prepares them to take up the community responsibilities of charity when they are grown. It is a sound venture and easily adaptable to every high school whether it be large or small. Also, it is a worthy community and publicity enterprise, for it shows the public that "young people are not inherently selfish" as is commonly believed, but that they are willing and eager to help those less fortunate than they themselves.

### RECOGNITION OF ALL ACTIVITIES

*(Continued from page 6)*

been enough emphasis upon diversified athletics and not enough proportionate emphasis upon other activities. We hold no brief against athletics nor against any worthy activity, but we cannot see justice or balance in any system of awards which stresses distinction between activities or which gives awards of monetary value.

If it is honor and recognition we want to stress, a good monogram is infinitely better than a sweater (which, by the way, is prohibitive in cost in most small schools). And if we want a well administered and well balanced group of student activities, we cannot tell our students either by word or deed that one activity deserves recognition *more* than or *different* from another. We are not rewarding amount of time spent in an activity but we are rewarding worthy representation of the school. This procedure has a tendency to make all worthy activities popular and important.

Chester C. Diettert is principal of North Judson High School, North Judson, Indiana.

# Know Your Community

Berenice Mueller Ball

**N**O MATTER how the portfolio of usable and interesting material bulges there are times in the plans of every home room teacher when "something else" is welcomed. Here's one such "life-saver"—a *Know Your Community* project. Because it derives its material from already known facts, because its degree of difficulty can easily be changed to meet different age-group-levels, and because it is fun-with-a-purpose, this project "clicks" both with teachers and students.

Just how well do you know the community in which you live? Could you, for example, give the exact location of every large public building by street and number? Could you sketch any of the large or important places? Do you wish that you could? If so, this project will prove fascinating.

## THE PROJECT OUTLINED

Divide the group into teams of from five to eight members each. These teams may be chosen or each row may constitute a team. Each team in turn provides a day's program. As soon as the project is organized, a schedule should be posted indicating which team is to be responsible for which day.

The programs are prepared in advance. Decide which public buildings, historical places, landmarks, or whatever are to be used; and which one each student is to sketch; one sketch for each team member. For this reason, if the home room period is short, it may be found necessary to make the teams smaller in order to complete one entire program each day. This, however, can be adjusted after the first program. The members of the other teams are provided with blanks, preferably but not necessarily, mimeographed in the following form:

### KNOW YOUR COMMUNITY PROJECT

1. Name of place \_\_\_\_\_
  - a. Located \_\_\_\_\_
  - b. Faces which direction \_\_\_\_\_
2. Name of place \_\_\_\_\_
  - a. etc. \_\_\_\_\_

One of these spaces is provided for each

sketch. Additional data might readily be included such as "Famous for \_\_\_\_\_" or "Constructed of \_\_\_\_\_" but such items increase the difficulty of accurate scoring because in most cases there is no one absolutely right answer. The regular school indorsement should be placed on the back of each sheet before it is submitted to the class.

At the signal "Go" the members of the team providing the program go to the board. Each one writes his number and then proceeds with his sketch. The sketch must be accurate and drawn as nearly to scale as possible. It is immediately evident that the supply of larger buildings will soon be exhausted unless some rule is made regulating the number of large buildings may be included in any one program. This difficulty will be further obviated if the object of each team is to locate interesting places that are little known and therefore hard to recognize. Another excellent rule is that no place may be used more than once during the entire project. If these rules are enforced the students will begin really to look about and see places as possible project material. Many new street names will come to light. Warehouses, electric substations—everything will assume potential importance.

Meanwhile, the other teams fill in the blanks provided and turn their papers in. No conferences or exchange of information among teams is allowed. Each correct answer scores one point. Team totals are made after each program and the results are posted on a chart. The papers may either be corrected by the team giving the program or they may be exchanged and corrected before they are handed in. At any rate, the team totals and the posting should be handled by the program team. In the form given above, if there were seven sketches, a perfect score would be twenty-one.

If any place has been discovered that is unknown to every member of any given team the sketchers receive five points bonus from that team. Thus, if one mem-



ber on team C recognized the place correctly but no one else in the group did, then team A, the performers would receive five points each for every remaining team except team C. These points are bonus points and are added to the performers' score; they are not deducted from the previous totals of the other teams. This bonus motivates knowing the entire community thoroughly. In the time remaining after the blanks have been collected the various places included should be discussed either informally or the form of reports to bring out the salient facts concerning them.

Team competition of any sort is always good fun. Other values to be derived from this project are the following:

1. Accuracy in observation.
2. Skill in drawing.
3. Thorough knowledge of local places of importance or interest.
4. Development of a reliable sense of direction.
5. Development of a dependable knowledge of street names, systems of numbering, etc., peculiar to a given community.

Then too, because this Know Your Community project is not a seasonal activity, it may be used at any of the many "lull" times so dreaded by home room

teachers, those times when student interest seems to have departed for the Happy Hunting Grounds! Because it is not at all complicated, the project may be introduced at the close of one period and be ready to execute by the next day.

Several follow-up ideas seem to evolve naturally from this project, should it prove successful. First: the same general organization could be followed and instead of having sketches, important facts could be made into clues concerning the places, and written on the board to be solved. This form would train deduction and reasoning, while the project as outlined is visual-memory training. Again, the same idea could be followed using world-famous places such as the Tower of Pisa, Grants Tomb, Eiffel Tower, Washington Monument, etc. The recognition in these cases would be more or less simple but the answering of two or more fact questions concerning them—that is indeed something! If either of these projects is used it could be entirely student organized and executed. What more constructive training in citizenship can be found?

Berenice Mueller Ball is playground director at Friends Community School, West Chester, Pennsylvania.

## Plays Made More Profitable

Marie Marsh

"Oh wad some power the giftie gie us  
To see oursel's as ithers see us."

SO SANG Robert Burns in his poem "To a Louse." That gift has been given to the high school students of Bartlesville, Oklahoma, where double casts are used in the class plays. Members of the cast sit in the audience during one performance and "see themselves" in action on the stage.

When the casts are selected two students are chosen for each part with the understanding that just before dress rehearsal the players will be divided into two groups. Perhaps those who have survived the rehearsals and who are

thought to be doing the superior work are delegated to the evening cast while the others must be content to play in the matinee. If for any reason it seems best to play two nights, arrangements can be made accordingly. For all parts, even to the smallest, two actors are selected.

Upon first thought one might imagine that this would increase the burdens of the director tremendously. Entirely erroneous! No more rehearsals are necessary than in the single cast method, but the double cast makes for more intensive practice. Both groups are required to

come to each rehearsal, one cast observing while the other is receiving coaching on the stage. Inattention or misconduct on the part of the character on the stage may disqualify him entirely or he may have to give his chances for being in the superior cast to his double. If both characters know their parts they take turn about on the stage. However, if only one of the pair is prepared, the one who has memorized keeps the stage all evening while his rival must sit and listen with never a chance to play. One evening of this has always been enough. This proved to be a splendid way of hurrying the preparation of laggards who are inclined to wait until the dress rehearsal to finish memorizing—a practice familiar to all coaches of amateur plays!

At the opening practice the players are given to understand that the actor who does not attend all rehearsals is automatically dropped. The fact that someone is prepared and anxiously waiting to step into the place for both performances instead of one spurs the players on toward perfect attendance without everlasting prodding.

Seldom is a play given where the entire cast survives the month of rehearsals. Measles, moving or general indisposition always removes at least one of the players before the final day. The double cast insures against any real tragedy resulting from the disability of any one of the group removing a potent worry from the harassed director.

The time spent by the temporary audience is well invested for they see and evaluate the other persons interpretation of his part, and hear the suggestions of the director. Although students grow to be severe critics of each other's work, yet they are appreciative when a particularly good piece of acting is done.

Competition gets keen toward the night of the performance. Each is so anxious to satisfy in every particular the director that he is willing to spend many hours in practicing his diction, working out the action and perfecting his memory work, usually of little interest to the boy or the girl whose part in the play is cinched! Consequently the rivalry tends to improve the quality of the performance, while eliminating lesser troubles of the director.

It is commonly understood that the greatest value of the high school play comes in the training and the experience

given to those who participate. If twice as many students can be given this training, the play has doubled in its value to the school. Usually the plays are given with a financial motive also. The two casts improved the ticket sales to a marked degree for in these years when tickets have been hard to sell these class plays have had good attendance. Students having friends in both casts have to attend both performances. Parents of the actors in one group have to see both plays in order to make comparisons complementary to their child. The double cast makes an increase in both financial and educational profits of the class plays.

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# Who's Who

## In Extra-Curricular Activities

ALEXANDER C. ROBERTS was born into a home where the children were reared on extra-curricular activities—hunting, fishing, rough games and play, swimming, and skating.

Plainfield, Iowa—over the back fence the cornfields, a mile away the lovely Cedar river bordered with woods, maples, oaks, hickories, butternuts, and walnuts with its rolling hills was a real place for a boy to grow up.

The middle-western home had a rare combination of influences and attitudes—joint product of the New England conscience, the exacting and almost austere training of Virginia and Kentucky, and of pioneer Indiana and Wisconsin. It gave children respect for the “cloth,” devotion to Abraham Lincoln Republicanism, and above all, a love of the out-of-doors, and of every growing thing.

He was always interested in school; read everything—Dickens, Thackeray, Alcott, Bronte, Alger and—keep it dark—Nick Carter and Jesse James. He went away to high school at fifteen, attended Mason City High School; and graduated from Latin course in 1896, before extra-curricular activities came to Iowa high schools. The school had no athletics, not even a literary society. Boys in that day made their own extra-curricular activities, some of them not-so-good.

He taught a country school for two years in a fine community and splendid new school building, and with grand country kiddies. They had about everything—programs, picnics, out-door play, collections, exhibits, singing, spelling matches. He taught in an elementary fifth grade for one year, and again had a wide range of those activities, now known as extra-curricular

Then followed two rich years at Iowa State Teachers College, then the Normal School. Here he took part in military activities, athletics, dramatics, and literary society work. His next year was spent in high-school teaching at Waverly, Iowa, where he sponsored and coached various activities in addition to teaching seven classes a day. He spent two years as

Superintendent of Schools at Marathon, Iowa, helped to consolidate five rural districts with the Marathon schools, and built a new school building. He coached dramatics and athletics, and helped carry on a full program of other activities.

He moved on to Madison for two years at the University of Wisconsin, incidentally made Phi Beta Kappa, and earned a B. A. in 1906. Helping to establish a new home and doing serious work in history, politics, and the languages left little time for university extra-curricular activities.

Four years followed as Superintendent of Schools at Cresco and Fairfield, Iowa. He was still active in athletic work, and then began summer teaching in the Iowa teachers institutes. Brief trips to Saskatchewan, British Columbia, and Washington opened new opportunities and new ambitions. A dozen magazine articles on Picture Study as a basis for art appreciation and language improvement, illustrative materials in class instruction, projects in geography, etc., found their way into *Midland Schools* and other magazines.

The big break came in the summer of 1910, when he was elected principal of the Everett, Washington, High School, and ten years of rich growth and experience followed. For seven and one-half years he worked in daily contact with an outstanding superintendent, Charles R. Frazier, and then followed him for two and one-half years as superintendent. In this time the high school grew from 400 to 1000 in enrollment. Every form of extra-curricular activity was tried and fostered. Again a dozen articles were written covering many phases of high school work and were published in the state journals, *School Review*, *American School*, etc. The years 1910-1920 were golden years throughout the nation, in the development of a philosophy, techniques, and evaluations of the extra-curricular activities. Everett High School, with a new school plant, ample athletic and physical education facilities, provision for dramatics, library, and other activities, carried forward every type of supplementary work.



The faculty set new standards for educational building and experimentation. Mr. Roberts held various offices in state and national educational societies. He began teaching in the University of Washington summer schools, at the University of Oregon in 1919, and completed the M. A. degree at the University of Washington in 1917. He helped pioneer supervised study experimentation, evening social programs, and student participation in school government; conducted an evening public school; established a College Year and carried it on for several years, a real junior college experiment. He developed first plans for junior high schools at Everett, later to have full fruition.

He was elected as president of a new state Normal School in 1920 and spent one year in planning its organization at Centralia, Washington. It was caught in the "Back to Normalcy" retrogression and never was started. This opened the way to the next "break"—an appointment to the Education faculty at the University of Washington in 1921. Here he completed the doctorate in 1922. He was appointed professor in 1923, director of the Extension Service in 1924, and dean of the Summer Quarter in 1925. Here also he worked as co-author with Edgar M. Draper in preparation of *The High School Principal as Administrator, Supervisor, and Director of Extra-curricular Activities*, 1925, D. C. Heath; *Extra-class and Intramural Activities in High Schools*, 1928, D. C. Heath; *Principles of American Secondary Education*, 1932, Century; *Study Guide in Secondary Education*, 1933, Century.

He was elected President of the San Francisco State Teachers College in 1927. Here his interests have been: social interpretations of elementary education; extra-curricular activities in elementary schools; education of the handicapped; training for leisure time; socializing of college instruction, etc., etc. He found the time to teach in the summer sessions of the University of California, the University of Texas, University of Southern California, the University of Washington, and for one year served as lecturer on the faculty at the University of California. He has participated widely in the activities of Phi Delta Kappa, Kappa Delta Pi, Alpha Phi Gamma, and various other professional societies and organizations.

From childhood a social philosophy of

education and of life has slowly developed and this philosophy has colored all his addresses, writings, teaching, and administration.

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#### CORRECTION

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The article Mahomet Approaches the Mountain, by Argot E. Anderson, last month (p. 10) should have read, "Since November, when the bureau was ready to fill engagements, there have been 39 reported meetings . . . ."

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## News, Notes, and Comments

### N.E.A. MUSIC SECTION

At the delegate assembly of the National Education Association in Washington, D. C., July 6, 1934, the petition signed by the delegates attending the Music Supervisors National Conference meeting in Chicago last April asking that a music section of the N.E.A. be re-established was received with enthusiasm. Official action was taken authorizing the inclusion of a music section in the next National Education Association convention program which will occur in Denver next July.

To answer the requests of students engaged in preparing debates this year on the subject of Federal Aid to Education the United States Office of Education announces that a number of publications on that subject are available free or at small cost. Write to the Superintendent of Documents, Government Printing Office, Washington, D. C.

### TERCENTENARY COMMITTEE DEFINES CELEBRATION PURPOSE

Mobilization is under way throughout the United States for the big parade of secondary schools in recognition of their 300th anniversary in 1934-35. All schools and civic organizations are collaborating on ceremonies, orations, pageants, exhibitions, parades, and other enterprises. Meanwhile the committee for the national celebration, representing the Department of Secondary School Principals of the National Education Association, is busily planning radio programs, a memorial postage stamp, ceremonies for national conventions, government proclamations, organization of a national high school band and orchestra, a national high school fair, a memorial motion picture, and magazine articles.

### ACTIVITY DIRECTORS NEEDED

Miss Miriam Dozier, Secretary to the Teachers Appointment Committee, The University of Texas, whose business it is to keep in touch with teacher-demand constantly, says: "The chief difficulty in teacher placement work lies in the fact that teachers do not fit themselves ade-

quately for the direction of extra-curricular activities, which play a large part in public school work."—*Interscholastic Leaguer*.

John Dillion, who teaches industrial arts in the Bloomington (Indiana) High School, sponsors a very worthwhile Handy Man's Club in the junior high school. The aims of the club are to give guidance to the boys, encourage boys to have home workshops, and help them develop strength of character and confidence in working out their own ideas. Publicity and educating the remainder of the student body to their club was gained by presenting stage plays as convocation programs. The club is an established organization of five years' standing and serves a distinctive need in the community.

### ATHLETIC INJURY STATISTICS

During the school year 1931-32 a national survey of accidents in secondary schools was conducted, covering 14% of the total enrollment of the nation's public and private high schools. The ratio showing the relationship of days lost from school and the days lost from physical education was that of 4.6 to 1.00. It was estimated that 70,761 days were lost from physical education through accidental injuries. There were 593,436 boys and girls represented in the national survey and 17,329 accidents were represented in the estimated accident aggregate in high school situations, attributable to physical education activities.

Of all accidents in athletic activities, 36% occur in areas of the school grounds and school buildings, 62% on school grounds and in physical education activities, while 37% occur inside the school building. In 128, first rank was given to death from accidents in the 5 to 9 age group. For every 100,000 deaths, 45.2 were caused from accidents in this age group, while diphtheria took second place in the same group with less than half the number, namely 19.9. In the next age group of 10 to 14 years, accidents again took first place with a score of 36.1 per 100,000, while tuberculosis out-ranked

diphtheria and took second place with slightly less than half the number with a score of 15.6 per 100,000 in the same age group.

The most hazardous athletic activity was touch football, with heavy apparatus work second, and football third. However, the form of athletics showing the greatest degree of seriousness, due to the number of days lost from physical education activities, proved to be heavy apparatus work, with touch football second, followed by wrestling and football.—*School Executives Magazine*.

Bringing together the strands of many national and local movements for the enrichment of American life, the Twentieth National Recreation Congress, held in Washington, D. C., October 1-5, 1934, presented as complete a picture as this generation has had of the progress and problems of public recreation in the United States. In twenty-four section meetings, 4 symposia and eight general sessions, the 900 delegates grappled with the implications for recreation of the swiftly declining birthrate, the plight of thousands of young people out of school and college and unwanted in industry, the idleness of the millions of older unemployed, the changing interests of Americans in their leisure, the shrinking of appropriations for recreation, and many other questions.

Significant of the federal government's new aggressiveness in developing the nation's recreational resources, and particularly its lands, were the reports made by representatives of the National Park Service, National Forest Service, Office of Education, The Children's Bureau, the Agricultural Extension Service, the Federal Emergency Relief Corporation, the Subsistence Homestead Corporation, the Tennessee Valley Authority, the Biological Survey, and the National Resources Board.

A sound supervisory program must be based upon an adequate and comprehensive philosophy of education, the meaning of which must be mastered by teachers and supervisors.—E. E. Oberholtzer.

When political procedures govern the choice of architects, buildings are likely to determine the curriculum and its method of administration rather than vice versa.—W. W. Theisen.

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# Stunts and Entertainment Features

Mildred H. Wilds, Department Editor

## 'TIS CHRISTMAS

Mistletoe, holly, and Santa's full pack,  
These emblems of Christmas time all have come  
back.

In all the activities of the whole school  
There's much jolly fun and a loosening of rule.

And Jack's teasing Mary of what Santa will  
bring,

While snow falls about and the Christmas bells  
ring.

There ought to be dances and afternoon teas,  
Mid-winter prances and old spelling bees.

Turn out for a sled load, all packed in with  
straw.

Yell "Gee" to the horse; at the next turn shout  
"Haw."

When the sleigh ride is over, if everyone please,  
Go to somebody's home for some hot toasted  
cheese.

You must have some carols, all these favorite  
tunes.

Then all join the group to a large living room.  
Where a tree is all spread with funny gifts for  
the folks,

At this time of year when we're ready for jokes.

As you read through material compiled for you  
here,

We're wishing you all the best Christmas this  
year.

—Mildred Helen Wilds

## THE ADORATION

A Short Christmas Pageant

W. N. Viola

Always in white and gold, soft carols  
and the beautiful story of Christmas, is  
the real spirit of awe for this famous  
birthday produced. High schools too oft-  
en omit the dignity and beauty that be-  
long to the season. This pageant will give  
opportunity for that aesthetic effect.

Two trumpeter heralds in white and  
gold colonial attire appear and blow at  
either side of the stage. As they finish  
they retire and the curtains open reveal-  
ing a large space with a gauze curtain  
background behind which the visions ap-  
pear.

"Come All Ye Faithful" is sung by the

choir while the procession of the Ages  
equally divided comes up the two aisles  
of the auditorium led by an attendant her-  
ald dressed in a white robe for each di-  
vision. The people of the procession sit  
on the stage floor in the direction where  
the visions appear on a raised platform  
behind the gauze curtain.

### Visions

#### I

*Scene*—The Town of Bethlehem, a large  
picture

*Music*—"O Little Town of Bethlehem"—  
Choir

#### II

*Scene*—The Three Shepherds discover  
the star

*Music*—"Christmas Eve"—Choir

#### III

*Scene*—The Three Kings with their gifts

*Music*—"We Three Kings of Orient Are"  
Quartet

#### IV

*Scene*—The Manger—Christ Child, Jo-  
seph, and Mary

*Music*—"Away in the Manger"—Solo

During the singing of "Away in the  
Manger" the Shepherds and Kings have  
gone to the lobby unnoticed by the aud-  
ience.

While the octet consisting of violins  
and harp play "Silent Night, Holy Night"  
the attendant heralds escort the Shep-  
herds and Kings up either aisle respec-  
tively to the Manger scene which has been  
lowered to the stage floor level.

While "The Christmas Carol" is sung  
the Shepherds and Kings pay tribute to  
the Christ Child in the manger.

In closing, while the choir sings "Hark!  
The Herald Angels" the Shepherds, Kings  
and Procession watch the manger scene  
in adoration with three angels hovering  
about it.

*The Curtain Is slowly closed*

### Explanation

The scene in each vision is a tableau,  
and the hymn may be sung by either a  
chorus or choir which is invisible or seat-  
ed in the center section of the auditorium.

All the music used in The Adoration is  
in "Christmas Carols," compiled by Laura  
Bryant and published by American Book  
Company, New York City.

In the first vision, the picture of Bethlehem is drawn with colored chalk on wrapping paper or muslin.

The three Shepherds in the second vision are seated looking in the direction one of them is pointing above to an imaginary star.

The three Kings with their gifts pose as though walking in single file, for the third vision.

In due respect to Christ let the audience imagine the Child in the manger with Mary sitting at one end and Joseph standing at the other.

In closing the Shepherds, Kings and Procession should kneel in the direction of the manger scene during the singing of "Hark! The Herald Angels."

The curtain for the visions may be theatrical gauze or cheese cloth.

The platform covered with black or gray material should be back far enough from the transparent curtain to allow the manger scene to move down and allow room for the angels to stand upon at the close of the pageant.

Various lighting effects are possible although that depends upon the electrical equipment. It is essential that a light be before and behind the gauze curtain to make the visions appear and disappear.

Any number of people from various periods may be used in the Procession of the Ages. Couples are most effective. The following will be a suggestive list of American historical divisions: Pilgrim, Colonial, Covered Wagon, Victorian, and Modern. The group may include early history representing periods in England and Europe.

### GIRLS OF ORIENTAL RACES WORK TOGETHER

Though the members of their separate races may hate and fight one another in the Orient the Chinese and Japanese girl students of the Marysville California, high school work together in amity, and plan and give a joint annual tea to the high school faculty. Christmas which embodies good will and brotherhood would be an appropriate time for using this suggestion.

At the annual tea given recently Helen Marks acted as chairman for the Chinese girl and Mary Haroka for the Japanese girls. The invitations, created by a committee of Chinese and Japanese girls working together, were brightened with

small water colors of Japanese and Chinese figures. All the other committees, decorating, kitchen, serving, were also made up of Chinese and Japanese girls working in harmony. At the tea the girls who poured and served wore their native Chinese or Japanese costumes.

A list of the personnel of each committee shows its mixed Japanese and Chinese nature, in the main, though many of the girls have American first names, and most of the Chinese names, because of the long residence of the families in America, have lost much of their Oriental character. Ruby Foo, Helen Marks, Mary Haroka and Jeannette Nakagawa served as the decorating committee; Alice Iseri, and Elsie Shidawara on the kitchen committee; Ruby Foo, Dorothy Nakagawa, Helen Iseri, Alice Goda, Dolly Kitashare, Helen Okimoto were some of the girls who served.

So, despite the fact that their countrymen, thousands of miles away across the vast Pacific, were fighting each other with bitter hatred, these Americanized girls of the two fighting races met, planned and entertained together in friendly and pleasant accord.

### PEEK-A-BOO

Emma K. Miller

*Scene:* On the stage, a little to one side, build a picture frame, merely rough wood covered over with pasteboard painted to look like the frame and matting of a picture. Where the picture would go, hang a curtain that can be pulled by an individual standing in one corner but concealed from the audience. The frame must be at the back of the stage with the sides covered also with a curtain or sheet so that a small booth is formed.

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*Characters*

MARY JANE, young girl

PIXIKIN, a Pixie from Santa's crew,  
(Dressed in brown outfit or a clown suit)

AUNT MOLLY

MODELS FOR THE PICTURES

*When the playlet begins, it is convenient if the characters line up in order of their appearance near the entrance of the booth, of which the front is the picture frame. This will provide opportunity for the quick entrances and exits that are essential.*

*Originality can be put into play, suiting each individual school body. The ones given here are general enough to be applicable to most school situations.*

## THE PLAYLET

*(Aunt Molly closes the large family album which she has been sharing with Mary Jane and turns the light low. Darken the stage if lights are used. A flood light is best to show up the picture.)*

MARY JANE. This has been the most pleasant evening, Aunt Molly. You have there all the stories and pictures of aunts and uncles whom I have never seen. This

has been fun. I feel as though I know them all.

AUNT MOLLY. This album is a treasure. Your grandmother gave it to me with all the stories I have told you, one snowy Christmas eve. But you look sleepy. I think I'll put it away now, for you need a rest. Tomorrow is going to be a full day for all of us. *(She leaves the room. Mary Jane lies down on the divan. Music in the distance. She sleeps.)*

*(Pixikin enters)*

Ho-Ho—What have we here.

I think I'll draw a little near

Don't wake, pretty girl—'till I see what I can do

To cast a spell of magic in the room for you.

MARY JANE *(rises, rubbing her eyes)*. What a queer light is in this room, or am I dreaming. *(sees Pixikin)* Why, who are you?

PIXIKIN.

I come from Santa's North Pole den

I know of all his magic

I bring you of his cheer again

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My, my, don't look so tragic.

MARY JANE. And what have you come for? What is the magic that you have brought?

PIXIKIN.

Just make a wish, any kind of a wish  
That will give you fun and pleasure  
Then I shall blow 'a swish a swish  
And the wish shall be your treasure

MARY JANE. Do you know what I really would like to have? I would like a high school album, just like the one Aunt Molly showed me tonight that contained all the pictures in our good old family tree. But I would like to have in it, all the pictures of my high school chums and teachers, showing up all the little oddities that made them so dear to me. Can you give me that wish, Pixikin?

PIXIKIN. Look to the right of you, look to the left of you. Then look into this book. (*Hands her a large volume, the pages of which she glances through eagerly*). And as you read, I'll proceed to tell you all about them. (*At this he points to the audience*).

PIXIKIN.

Remember Miss \_\_\_\_\_, a' saying in class  
To every lad and every lass

If I could have more A's

My sorrows would be less always.

(*The curtain is drawn, showing a counterpart of Miss \_\_\_\_\_ as nearly as she can be done, with A's pinned all over her. The curtain is held apart long enough for the audience to laugh. The living model must pose stiff and still until the curtain relieves her.*)

PIXIKIN.

Then remember "\_\_\_\_," the boy who went  
a fishing,

Or when he did stay in school, he was always  
a wishing,

That he was in his old, old clothes,

Away from books and friends and foes.

(*The curtain reveals a lad imitating Tommy Jones' habitual posture. This boy may be fishing from a small bucket, sitting on a high stool, etc.*)

PIXIKIN.

Then you know "\_\_\_\_," the girl with

lots of powder;

She sits in class and paints her face.

The teacher must talk louder.

(*Reveals girl mimicking one of the type in school powdering her nose with a huge puff and a compact made from cardboard.*)

PIXIKIN.

The lad who with his might and main,

Wins honors for your school

The coach has had to make him train

For strength just like the mule.

(*Curtain reveals lad posed with football in hand, covered with bandages.*)

PIXIKIN.

This little lady studies her books

And keeps right out of trouble

Up, up and give us happy looks,

Or surely you'll grow double.

(*Studious one with books to the right, left and all about her.*)

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PIXIKIN.

And now my dear this is your gift  
Of magic that I bring  
And when you look, through this book  
Of happy school days sing.  
(Mary Jane goes back to sleep after this dream—.)

*Final Stage Curtain*

### A WHITE GIFTS CHRISTMAS

Ruth C. Anderson

The White Gifts Christmas idea had its origin in the Far East. Legend tells us that there was once a ruler in one of the Eastern lands who was very wise. He realized that the subjects who loved him best were the ones who served him most. Therefore, one year just before his birthday he issued throughout his kingdom an edict that every subject in the land was to bring or send him a birthday gift, and he specified particularly that the gift was to be white. None other would be acceptable. The poor might bring to him a handful of rice, a white dove, or a flower; the rich might bring pearls, alabaster, silk, or whatever they would so long as the gift was white.

Churches adopted this idea and called the celebration "White Gifts for the King." But because our public schools are comprised of students from all nationalities and all creeds, no sectarian significance is attached to our White Gifts Christmas.

The students and members of the faculty are invited to bring gifts of canned or package food, and are told that these will be distributed to needy families in the neighborhood through one of the community chest agencies—usually the Associated Charities. A list of our own students who are in need is considered first,

then outsiders. In the case of families of our students no one but the dean of girls and their sponsor, who make up the list, know to whom the baskets are sent. In this way no student is made unnecessarily to feel the stigma of poverty.

The White Gifts may be handled in several ways. The students may be asked to bring their gifts wrapped in white tissue paper to their registry rooms. Small uniform Christmas tags may be provided by the committee and one of these with the contents of the package written on it is tied or pasted to the package. During the last week of school a special White Gifts assembly is held in the evening so

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that the parents may be present. There is a program consisting of Christmas carols sung by members of the Glee Club, and perhaps a play is presented.

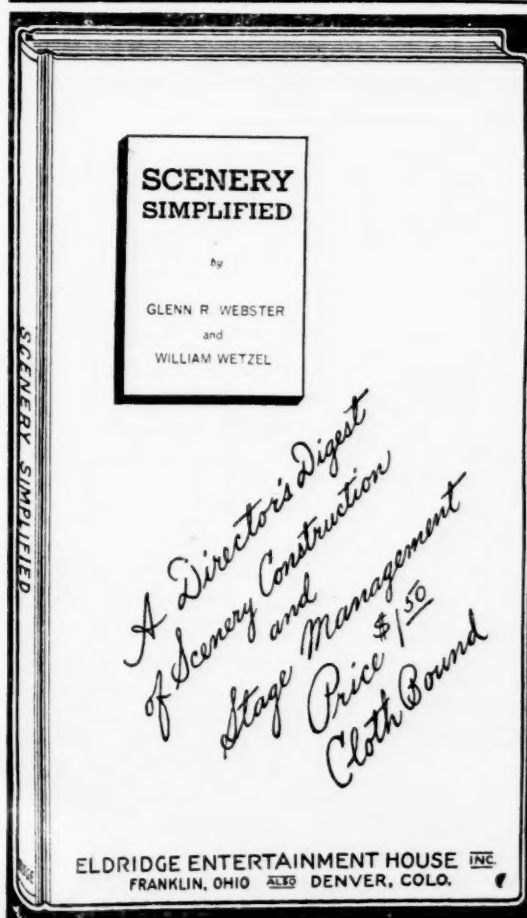
At the conclusion of the play a girl robed in white, representing the Spirit of Christmas, appears on the stage and tells the legend of the origin of the White Gifts Christmas. When she has finished, she invites the registry classes to bring forward their gifts. Representatives of the various classes, dressed in white, bringing the gifts down through the main aisle of the auditorium to the stage which, by the way, is hung with white crepe paper and decorated with festoons of silver tinsel. The bearers carry the gifts on silver trays (the regular cafeteria serving trays) while the glee club sings softly, or while the pianist plays softly, "Come All Ye Faithful." The sight is always an impressive one. When all the gifts have been presented and placed under the tree—a spruce tree decorated with lead foil tinsel and lighted indirectly by means of a spot light—the Spirit of Christmas in turn presents the gifts in the name of the Student Body to the representative of the charitable organization in town who is to distribute them. A brief word of acceptance by this representative concludes the program.

In the school where I now teach I handle the gifts very differently because the school is very large and the assembly would have to be staged twice if all the students were to be present. It is a custom in our school to have a large Christmas tree lighted in the entrance hall during the last week of school. We make this the center of our White Gifts. The committee covers four orange boxes with red crepe paper, and places these under the tree to receive such gifts as oranges, apples, onions, potatoes, and nuts. The sections of the boxes are labeled. Near the tree they place several tables decorated with runner of holly and mistletoe crepe paper. On these the students are invited to put their gifts of canned or package foods. Because of the large number of gifts that have to be handled, we ask the students not to wrap them. It really is an impressive sight to pass through the hall and see the lighted tree and these tables groaning under their weight of food for the needy. Each pupil is asked to bring something—even though it may be but a single potato.

To aid the students in their selection,

we publish a list of foods wanted, and then from time to time the committee checks up and publishes in the morning bulletin the kinds of food that are especially needed. Because the food has to be kept over a considerable length of time ask that butter, bacon, and other perishable foods be omitted. Members of the faculty and students who do not wish to bring gifts of food, but prefer to give money are invited to do so. This money, is retained by the sponsor until the last day and is then used to buy the kinds of food that are needed to fill in. Last year several classes who had small parties voted to give their refreshment and josh gifts money to the White Gifts committee to spend. When students begin to do that, the idea has gone home.

A regular system for sorting and packing the gifts has been worked out. After school is dismissed the last day, the committee begins its work. The chairman directs the sorting and takes an inventory. As soon as we know what we have in the way of canned fish, vegetables, soup,





fruit, etc., we estimate how many bags we can fill. Large sized shopping bags are used as containers, and as nearly as possible the assortment in each bag is the same. Other members of the committee are putting up the apples, oranges, nuts, dry beans, rice, etc. into clean paper bags. Still others are sent out to spend the money that has been collected.

When all this preliminary work is done each member of the committee selects a place in the hall for her work. If there are ten girls and we have eighty bags to fill, each girl takes eight bags. Then they report in turn to the sponsor who distributes the food. A pile is made at each bag, but nothing is packed until all the food has been given out. Before the girls pack, they figure out what things out to be put at the bottom, etc. The result is far better than haphazard packing.

All the time this work has been going on the head janitor is an interested spectator and a ready assistant whenever he is needed. Now he comes into his own, for it is his job to carry the filled bags into the classroom nearest the entrance, where they will be kept until they are to be distributed. On the day that the field worker is to call for the bags, the sponsor goes to school to put the names and addresses on the bags, or if the worker prefers, to prepare a list by districts. Some of the field workers want it done one way, some another. We aim to please. Women who do volunteer service work come with their cars and deliver packages under the supervision of the field worker.

The plan takes thought and time, but it brings so much satisfaction to all that it is a truly beautiful custom.

### AROUND THE WORLD IN FIFTEEN MINUTES

Evelyn Wood Owen

(This stunt is quite elastic, it being possible to add to or subtract from it very easily. The only thing to be carefully preserved is *swift movement*; do not let it drag. Smoothness of production is not nearly so important in a stunt of this kind as *spontaneity*. The only setting needed is a burlesque row boat in center front stage. It may be made from a large box or may simply be a long bench turned upside down. A sail may be added if desired).

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As the curtain rises the sailors, dressed in white duck trousers, middie blouses with sailor ties, and jaunty white caps, are seated one behind the other in the boat, and are pulling manfully on the imaginary oars, in rhythm to their singing of "Sailing, Sailing, over the Bounding Main." When they finish this song, they slow the tempo of their rowing and sing in unison "Row, Row Your Boat." With a pantomimed bump they bring the boat to shore against an imaginary dock. They leap out of the boat.

Two Scotch girls, wearing plaid skirts, shawls, and feathered caps, advance from right stage. The sailors bow to them and sing a verse and chorus of "Comin' Through the Rye." As the chorus is repeated on the piano, the boys join hands with the girls and dance a few steps of

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the Highland Fling. They then break away; and the boys, with exaggerated pantomime toward the girls, sing "Scotland's Burning" in unison. As they sing the last line "Pour on water," they get into the boat, waving to the girls, who laugh and exeunt.

They again sing "Row, Row Your Boat," with gestures of rowing, and again bring the boat to dock. As they disembark, two French girls dressed in turtle-neck sweaters and berets, enter from left stage. The Sailors spy them and advance toward them, singing a phrase of "Alouette."

They bow to the girls and offer them their arms. The girls smile and accept, and the two couples promenade once around the stage, stepping briskly in rhythm to the "Marseillaise", which is being played on the piano. Then the sailors wave goodbye to the girls and return to the boat, singing as they go the first two lines of "How Can I Leave Thee," with exaggerated pathos. The girls, exeunt left, waving.

Sitting in the boat again, the sailors sing "Lightly Row." At the conclusion of this they again bring the boat to anchor, in pantomime, and climb ashore. They stroll toward right stage, humming, "Yes, We Have No Bananas." Two Italian girls enter from right wearing bright-colored dresses, little black basques, kerchiefs around their heads, and huge loop earrings. The sailors join them and the two couples waltz around the stage to the tune of "Santa Lucia."

At the conclusion of this the sailors wave good-bye to the girls and return to the boat. The girls stand on the dock and, holding out their arms yearningly, sing with mock tragedy, "My Bonnie Lies Over the Ocean." Then they exeunt right.

The sailors, again seated in the boat, sing their strain of "Row, Row Your Boat," then hasten the tempo of their rowing and sing the chorus of "On the Road to Mandalay." Docking again, they climb ashore and proceed to left stage, repeating a strain of "Manadalay." Two Oriental girls appear, wearing flowing trousers, beaded short bolero jackets, wide sashes about their waists, and long scarfs on their heads. (These may be changed to Chinese or Japanese costumes if desired.) They come forward and do a short Oriental dance for the sailors, who then leave, waving and singing "Good-night, Ladies." The girls exeunt left.

In the boat again, the sailors sing "Dip,

Boys, Dip the Oar." They may then sing a sailor chanty, such as "A Capital Ship."

The sailors then row slowly to their theme song, "Row, Row Your Boat"; and as they dock for the last time, they sing, to the tune of "There Are Many Flags":

"There are many girls in many lands,  
There are girls of every kind  
But there are no girls, however grand,  
Like the ones at home, we find."

Two girls in American sports clothes which bear the insignia of the school which is giving the stunt, enter from center back. They join the sailors as they sing, to the chorus of "There Are Many Flags":

"Then hurray for our school, our country and town,  
Our state and country, too.  
There are no folks in any land  
Like you—yes, you and you!"

They gesture toward their partners and the audience on the last line. A chorus of American boys and girls then enters and comes forward gaily, and all link arms in a semi-circle across the stage, the sailors with their partners being in the cen-

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ter. In this position they sing one of the school's songs (possibly a football pep song) as the curtain descends quickly.

You could have a parade across the back of the stage of all foreign girls.

Note: All of the music suggested for this skit may be found in "The Golden Book of Favorite Songs", published by Hall, McCreary Co., Chicago, except three songs: "Sailing Over the Bounding main", "On the Road to Mandalay", and "Yes, We Have No Bananas", all of which are very familiar and easy to procure.

### NEGATIVE REBUTTAL PLANS

(Continued from page 13)

great loss in their constitutional powers. For example, the Smith-Hughes Act has a great measure of control over the teachers who receive the money and a greater control over the school boards who receive this aid. They must meet certain standards set down by the government or lose the federal aid. Although these standards are sometimes practically impossible to meet, and in many cases dictatorial, the fact still remains that the federal government has assumed control in the case. If the federal government gained control in the limited field of vocations, what will it do when the entire educational field is opened to it through federal aid.

When the affirmative make this statement they have only two alternatives to expect, and both alternatives mean federal control of education. The first result of federal aid to education is political corruption. When the government spends the money for education the political bosses will send it where it will do them the most good. This means a waste of federal funds and certain federal control as the politicians will place their friends in the important positions of education.

The second method open to the government to avoid political wastage of the money for education is for the government to designate how it is to be spent. It is very evident that this control of the expenditure of school money is a blow to local school control, and that as the amounts of money from the federal government increase so will the amount of federal control over education increase.

The whole argument narrows itself down to the point where we see that no matter how we try we will have to have

federal control of education if we have federal aid to education.

*Summary of the Third Negative Rebuttal Speech:* The last half of the third negative rebuttal speech should include the following points.

1. Restate the negative issues.
2. State the affirmative issues and show how your team has refuted them.
3. Show how you have rebuilt all points of the negative case that have been attacked by the affirmative.
4. Stress all places where the negative have been superior to the affirmative in strategy.
5. List the authorities used by the negative throughout the debate.

Some principals testify, after a trial, that "never again" will they allow a coach of an interscholastic team to direct either the intramural or the physical education program. The temptation to teach, in the main, skills useful to interscholastic players and to give exceptional attention to pupils showing signs of possessing unusual playing caliber is too great.—P. Roy Rammell in U. S. Bulletin on Intramural and Interscholastic Athletics.

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Mary D. Hudgins, Department Editor

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Mary Dee

Does your club need money? Do you want an easy way to add funds to the treasury? Or are you, and a group of your friends wondering, "How in the world am I going to be able to afford Christmas presents?" Well here is an answer to either problem—maybe both. In either case you will find making candy (yes, this is a candy party) pleasanter and much cheaper when a crowd cooperates.

By all means, invite the boys, girls. Maybe you use gas or coal and won't need them to bring in wood. But boys are simply grand at washing dishes and greasing candy tins. Especially if there are some girls to look on and praise them. Or, boy, don't pass up the candy idea just because you can't cook. Let your club furnish the materials. The girls will dearly love to meet with you some evening and make the candy.

Invitations always add a spicy touch to a gathering. Type, or print, this one on a bit of tinted art paper cut to represent a box.

It might be known as a "card party,"

Then on the other hand,

You might decide that a "box party"

Is more the sort we've planned.

Whatever else it might be called

You must agree it's "sweet."

Maybe, too, you will decide

It's "good enough to eat."

If the school cafeteria is available, it will be an ideal place to hold the party. Failing this, choose a home large enough that several cooks can work in the kitchen without bumping elbows. A large dining or library table will also be necessary. That's where the "box party" comes in. For you're going to make charming boxes in which the candy is to be packed.

Here is the way that part of the arrangements are made. First, find out what materials are available among the guests themselves. You will be looking for old Christmas cards, envelope linings and boxes which will hold about a pound of candy. Here again there's nothing

better than greeting card boxes. They're usually quite attractive and many of them are just about the proper size to hold a pound or so of candy.

Nearly everybody saves old Christmas cards, but few people have opportunity to save old card boxes. Go to the book store or stationer from whom you get your school supplies. He will be emptying greeting card boxes pretty rapidly about this time of year. Ask him to save you a dozen or so. You might make the same appeal to several merchants.

Cards and old envelope linings are essential too. Once in a while you will find that a card dealer is willing to give you a last year's sample book. Maybe he has some old merchandise (cards) soiled beyond selling which he will give you. Remember, lots of people save old cards. Probably several of your friends will be willing to part with some.

With boxes, cards and linings on hand, all you will need is plenty of paste, several pairs of scissors, a paper cutter (if convenient) and a bit of imagination.

Meanwhile you, or the kitchen committee should have arranged to have sugar, butter, milk, flavoring, nuts, coloring matter and necessary ingredients at hand.

When the guests arrive either count off, by the one-two method, or allow them to divide themselves into the cooks and the box makers.

Box makers gather around the table. Better have plenty of newspapers on the floor, and lots of old rags on the table. The rags are used for wiping pasty finger tips. Boxes, cards and envelope linings lie conveniently at hand. Step one is to select a card which has a central design or picture which will form an attractive picture is mounted on a box lid. Cut, so as to be framed by the lid, it is pasted at its exact center.

Now for the linings. If you are decorating a greeting card box, you will find that along one end of the lid there is a small sticker with firm name and stock number of the card. Select a square of lining tissue. Cut from it an oblong strip large enough to cover completely the firm sticker. Paste it in place. To "tie up" the picture on the top of the lid with the

strip at its side, cut a small square of the same lining diagonally, so as to form two triangles. Paste these at diagonally opposite corners of the box top. You might prefer to cut two more triangles and decorate the remaining two corners of the lid.

Let someone who will act as leader for the box makers experiment a bit before the group assembles. A little practice will give skill in turning out very attractive boxes.

And now, on to the kitchen! Of course some candies are better than others. But almost any candy is good. Christmas candies must be beautiful as well as good. At least after they are packed in a Christmas box they must lend a beautiful appearance.

There is nothing which will add so much to the attractiveness of a Yuletide box as red and green mints and gum drops. It's no trick at all to make your own. Stuffed dates are good looking as well as good to eat. Peanut butter fudge is a novelty for many people. Pralines are always considered nice. Candied lemon, orange and grape fruit peel are easy to prepare, delicious, and inexpensive enough to make good "fillers."

Maybe you might find ways of making the above dainties in your cook books, then maybe you won't. Here are some well tested recipes.

#### GUM DROPS

- 4 tablespoons gelatine
- 1 cup cold water
- Red and green coloring
- Mint and lemon extract
- 1½ cups boiling water
- 4 cups sugar

Soak gelatine in cold water five minutes. Bring sugar and boiling water to boiling point. Add gelatine and stir until it dissolves. Decrease heat and boil for fifteen minutes. Take from fire and divide into two parts. Color one green and flavor with mint. Add lemon extract and red coloring matter to the other. Let set over night in shallow pans which have been rinsed in cold water. Run spatula around sides and well under bottoms of candy. Turn out on waxed paper and cut into required shape (squares preferably). Roll in granulated or powdered sugar.

#### STUFFED DATES

Buy either package or bulk dates. Stone

if necessary. Press two or three dates together and with the thumb press a depression in the center of the mass. Insert half a pecan or English walnut. Fondant may be used instead of nuts.

It is unnecessary to press several dates together. But it will pay, for they will be plump and juicy looking. Somebody is bound to ask, "Where *did* you get those wonderfully large dates?"

#### PEANUT BUTTER FUDGE

Just use the recipe for chocolate fudge. Instead of adding butter and cocoa, add a heaping tablespoon of peanut butter. This is added as soon as the candy is removed from the fire. Thus the peanut butter is given a chance to be well beaten into the texture of the candy.

#### PRALINES

- 2 cups of sugar
- 1 cup cream
- 1 cup maple syrup
- 2 cups chopped nuts

Boil cream, sugar and syrup until it forms a soft ball. Remove from fire and beat. When partially cool add nuts. When creamy pour by the spoonful on waxed paper. The finished product should be a flat, round cake.

#### CANDIED FRUIT PEEL

Cut orange, lemon and grapefruit (cook them separately or the flavors will blend) in halves. Remove the fruit pulp, scrape away as much of the white as convenient and boil until tender. In the meantime a syrup must be prepared.

When the fruit is tender remove it from the boiling water and cut it in narrow strips and allow to dry slightly. On

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the stove the syrup (thick enough to "thread") is ready. Drop in the strips of fruit peel and boil until the fruit is "clear." Dip out with a fork and roll in granulated sugar.

Since all the candies can't be finished that night, a few, or the whole crowd better come back the next evening. Packing of the boxes should be as much fun as making candy or decorating the containers.

Waxed paper is necessary here. Work out a color and candy-kind scheme. Perhaps gum drops in all four corners, dates next, peanut butter fudge to the center, with a single praline to top the box.

Here's a friendly warning. Do not serve sweet refreshments at a candy party. Everyone will have tasted enough candy to be "fed up" for one evening. Cheese or meat sandwiches, pickles or olives and coffee will make a hit. Guests will need something to "take the sweet taste out of their mouths." But the sweet memory of such a party will linger on for quite a time.

## PEPPING UP THE CHRISTMAS PARTY

Jane Dengler

Oftentime one or two clever games, appropriate to the season, will turn just an ordinary gathering into something worth remembering in the way of parties. Here are a few suggestions which will probably prove of use.

### CHRISTMAS CONUNDRUMS

On oblong red and green strips of art paper with either tiny sticker Santas, wreaths, or Christmas trees pasted perkily at the top the question parts of the following queries should be typed. A space is of course left for an answer.

Who is:  
A stoutish gent, dressed up in fur,  
About whom once we made a stir?

*Santa Claus*

It occupies a lot of space  
And on it hanging oft' take place.

*Christmas Tree*

Cotton of the winter time  
Kids and grown-ups think it prime.

*Snow*

Something that means a "How Are You?"  
The U. S. mails it may pass through.

*Greeting Card*

Spelled otherwise "kill" 'twould have been

But this one's nice for a pleasant spin.  
*Sleigh*

In Lebanon once supposed to live  
A spicy fragrance it will give.

*Cedar*

Just circles, but you've no doubt found  
A home made glad they "hang around."  
*Wreaths*

A parasite, but then it seems  
It's part of many Christmas dreams.

*Mistletoe*

It sings and also has a tongue  
Yet none of the animals is among.

*A Bell*

Nice to eat, but said of folks  
The charge of silly at them pokes.

*Goose*

A Christmas relay race will gain added zest if the runners are the reindeer of rival Santas. The Santas, for whom costumes (however make shift) have been provided do not run. They are the pep leaders who urge on their trusty steeds to greater efforts. An additional touch of comedy would be gained if lines of crepe paper were attached to the reindeer's back. Santa would retain the other end and roll off sufficient "slack" in his reigns to allow the relay racer to reach his destination. When he returned the reigns should be detached and pinned to the back of the next reindeer. Candy corn of course would prove the ideal prize for hungry reindeer.

Divide the party into two groups. Give one sets slips of paper with *Merry Christmas* printed in large letters at the top. To the other group give slips with *Happy New Year* instead. Allow ten minutes for making of lists of words containing only the letters at the top of the page. At the close of the contest group leaders will read their lists of words. Other words will be added from the lists of the rank and file. The group with the longest list wins. How about a "Christmas stocking" filled with candy as the prize? Remember it must be something which can be divided among several people.

Miss Mary D. Hudgins has for some time been a contributor to **School Activities**. Arrangements have been made by which she will conduct this department each month. Anyone with ideas for games or parties that are original or different is invited to submit them for her consideration with the view to publication here. Address all manuscripts to School Activities Publishing Company, 1013 West 6th St., Topeka, Kansas.



## School Activities Book Shelf

TAP, CAPER, AND CLOG, by Helen Frost. Published by A. S. Barnes and Company.

Fifteen character dances are given in this book. They are the work of the author of *The Clog Dance Book*, *Clog and Character Dances*, and *Oriental and Character Dances*. This book, like the others, emphasizes character dancing and treats the whole subject as a part of a program of physical education, at the same time providing for correlation with the work of the music department. Instructions for carrying out the dances, the music for each, and silhouettes to aid in conveying the ideas are given. This is not a particularly late book but its content will fit well the needs of schools for which it is intended.

TRAINING YOUTH FOR THE NEW SOCIAL ORDER, by Rudolph R. Reeder, Director of Marsh Foundation School. Published by the Antioch Press. Yellow Springs, Ohio.

This book is the author's effort to meet the demands of the Children's Charter as adopted and broadcast by the Third White House Conference. The book is an exposition of a conservative view on the modern problem of character development. Its approach involves much more by way of religious philosophy than we often find in present day writings even on the subject of character training. The latter part of the book gives a compilation of gems of literature and shows how they may be employed in the training of youth. Students of character education and school people interested in the problem of morals among children should read this book.

THE GIRL AND HER JOB, by Esther Eberstadt. Published by D. Appleton and Company, New York, N. Y.

As the title indicates, this book is one on vocational guidance for girls. Its author is the manager of one of New York's leading employment agencies. Her advice is specific and she tells girls just what her experience has taught her that they

should know. Not only does she tell girls what vocations are open to them, but what vocations are closed to them. She tells them how to choose a type of work, how to get a position, and how to hold it. For the type of book it is, the *Girl and Her Job* contains a minimum of theorizing. Directors of guidance will want to place this book in the hands of their girls. The girls will find it easy to read and they will be saved from the danger of making the typical mistakes of girls in choosing a career.

THE DEBATE HANDBOOK, edited by Bower Aly. Published by the National University Extension Association, which distributes its publications through the extension divisions of the state universities.

For a number of years Mr. Bower Aly, instructor in English at the University of Missouri has edited a debate handbook. This year his work is a volume of more than two hundred pages. It gives an analysis of the current question, a selected and annotated bibliography of material on the question, and a number of articles written by authorities on the subject being debated. This book should be one of the first helps made available to a debate team. It is interesting reading to one who is merely a reader of articles of current importance; it is thrilling reading to one who is participating in high school debate.

PRINCIPLES OF GUIDANCE, by Arthur J. Jones, Professor of Secondary Education, University of Pennsylvania. Published by McGraw-Hill Book Company, New York, N. Y.

This is a textbook on guidance. It is in its second edition, which indicates the kind of reception that may be expected for it. The author has divided the subject into four convenient parts—the Meaning and Purpose of Guidance, Methods of Investigation in Guidance, Methods of Guiding Students, and the Results of Guidance. There are twenty-four chapters, complete bibliographies, and a large number of tables, figures, and posters—four

hundred and fifty-six pages. While this book is one obviously written for study and not for casual reading, school executives and teachers will find it interesting and readable. It is a book carefully done and it has almost the completeness of a library.

**PRIZE ESSAYS ON HOTEL PROBLEMS**, by the Northwestern Hotel Association. Published by the Mid-West Hotel Reporter, Omaha, Nebraska.

This is a compilation of the prize winning essays in a contest promoted by the Northwestern Hotel Association. It shows the kind and quality of work required to win in the type of essay contest that has become popular as advertising projects. Students of contests will be able to understand from the work displayed here how the winning of contests is done. This is not a display of the work of amateurs, for the most part, but of veterans in the field of writing.

**ADOLESCENT PSYCHOLOGY**, by Ada Hart Arlitt, professor of Child Care and Training, University of Cincinnati. Published by American Book Company, New York City.

This book, intended primarily for student teachers and educators of adolescents, explains and interprets the behavior of youth as it appears to one in possession of a vast fund of both experimental data and practical experience. The author takes a middle course on matters in which workers in this field have been inclined to go to extremes. She points out in a clear and interesting way the phenomena of adolescence and places the educator in possession of knowledge by which those phenomena may be employed in the interest of both individual and group.

The National Association of the Teachers of Speech will meet in New Orleans, December 27th to 29th.

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## Comedy Cues

### NO PROPHET

"What'd that guy say when you told him you could tell his past, present and future circumstances for five dollars?"

"He said I was sure mistaken about his present circumstances."—The Journal of Education.

American Tourist (to Canadian Northwest Indian): White man glad to see red man. White man hopes big chief is feeling top-hole this morning.

Indian (calling): Hey, Jake; come here and listen to this bozo. He's swell.—Montreal Star.

### PREPAREDNESS

Nature is a wonderful thing! A million years ago she didn't know we were going to wear spectacles, yet look at the way she placed our ears.—Texas Outlook.

School Visitor: So you like your geography, do you?

Boy: Yes, it's the only book that's big enough to hide a detective story in.—Scholastic.

A small boy stood in the entrance to the cobbler's shop watching the man at work.

"What do you repair boots with, mister?" he suddenly asked.

"Hide," replied the cobbler sharply.

"Er-r-r, eh?" asked the boy.

"I said hide," replied the cobbler impatiently.

"What for?" the boy insisted, somewhat surprised.

"Hide! The cow's outside," sighed the man.

"Don't care if it is. Who's afraid of a cow, anyway?" said the youngster defiantly.—Boston Globe.

Two little boys were talking. One said to the other: "Aren't ants funny little things? They work and work, and never play."

"Oh, I don't know about that," replied the other. "Every time I go on a picnic they are there."—Boston Christian Register.

A business man, who had to leave on a journey before the end of a case begun against him by a neighbor, gave orders to his lawyer to let him know the result by telegraph. After several days he got the following telegram: "Right has triumphed."

He at once telegraphed back, "Appeal immediately!"—El Mundo Umoristico.

A stranger in town strolled over to the local baseball field to see a game that was going on. Turning to a boy, he inquired: "What's the score?"

The boy answered: "Forty-four to nothin', and none out."

"Do you think the home club will win?" asked the stranger.

"It don't look any too good," said the boy. "But our side aint' had a chance to bat yet."

"Why are you so late?"

"I fell downstairs."

"Well, that shouldn't have taken you long."—Watchman-Examiner.

The professor of economics had been talking steadily for more than an hour, and his class was becoming a trifle restless.

"Take any article, for instance," he droned on. "When it is bought it goes to the buyer—"

"What about coal?" interposed a weary voice.

The professor gazed over his glasses at the interrupter.

"Well," he snapped, "what about it?"

"When coal's bought doesn't it go to the cel'ar?" asked the youthful student.—Montreal Star.

Pedestrian (to boy leading a skinny mongrel pup)—What kind of a dog is that, my boy?

Boy—This is a police dog.

Pedestrian—That doesn't look like a police dog.

Boy—Nope, it's in the secret service.—Washington Labor.

### HE SAID A MOUTHFUL

Mother: James, why are you late?

James: Teacher kept me.

Mother: Why?

James: In class she asked me how many teeth a person has, and I said, 'A mouthful.'

### BIG HEARTED

Cinda: What did you say when Bill noticed you were wearing Jack's engagement ring?

Linda: I told him I loved Jack from the bottom of my heart but there was always room at the top.—American Boy.

"Dearest, I must marry you."

"Have you seen father?"

"Often, honey, but I love you just the same."